DOCUMENT RESUME

ED 069 586 SO 004 993

TITLE	Population and Family Education. Book II. Draft Sample Instructional Materials. Social Studies.
INSTITUTION	United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.
PUB DATE	72
NOTE	142p.
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Activity Units; Elementary Grades; Family Life; *Family Planning; *Instructional Materials; *Population Education; *Population Growth; Secondary Education; *Social Studies; Teaching Techniques
IDENTIFIERS	*Quality of Life

ABSTRACT

Produced by participants at the Unesco Regional workshop on Population and Family Education held in Bangkok, Thailand, in October 1970, the instructional materials intended for elementary and secondary students are to be considered sample first-draft materials usable for reference purposes by groups responsible for designing population education curricula in individual countries. The objective is to help students become aware of the advantages of family planning in terms of better health, inter-personal relationships, and quality of life for the welfare of not only the family, but also the community and the nation. A variety of teaching techniques such as role playing, plays, and other activities are suggested for each of the eight units: 1) Family size and family welfare; 2) Planning for the future; 3) Quality of life in a family; 4) Effects of rapid population-Growth on the community (Philippines); 5) Population-growth and quality of life (Indonesia); 6) The impact of rapid population-growth on the sociocultural life of the people; 7) Economic consequences of rapid population-growth; and 8) Population. Units provide information as to level, objectives, content, procedures, and activities. (SJM)

ED 069586

POPULATION
AND FAMILY EDUCAT

SP004993

DRAFT SAMPLE INSTRUCTIO MATERIALS

SOCIAL STUDIES

Unesco Regional Office for Education in Asia
Bangkok, 1971

POPULATION
AND FAMILY EDUCATION

DRAFT SAMPLE INSTRUCTIONAL MATERIALS

SOCIAL STUDIES

al Office for Education in Asia

The curve on the cover is a representation of world population growth over a period of about ten thousand years, into the 21st Century.

Regional Workshop on Population and Family Education, Bangkok, 7 September - 7 October 1970
Population and family education draft sample instructional materials. Bangkok, Unesco Regional Office for Education in Asia, 1971, 1972.
2 v.

Contents: - Bk. 1. Science/Mathematics. - Bk. 2. Social studies.

1. FAMILY PLANNING - ASIA
2. POPULATION EDUCATION - ASIA

613.943 72-2

Bk. 1 issued in 1971

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

REGIONAL WORKSHOP ON POPULATION AND FAMILY EDUCATION

Bangkok, Thailand

7 September - 7 October 1970

POPULATION AND FAMILY EDUCATION

Book II

DRAFT SAMPLE INSTRUCTIONAL MATERIALS

Social Studies

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA

BANGKOK

1972

Published by the Unesco Regional Office for Education in Asia
Bangkok, Thailand, 1972

The views expressed in this document are those of the participants of the Regional Work
Population and Family Education, and do not necessarily reflect the official position of Une
expression of opinion is intended herein concerning the legal status or the delimination of
tiers of any country or territory.

BK/72/M/3-2000

Published by the Unesco Regional Office for Education in Asia
Bangkok, Thailand, 1972

xpressed in this document are those of the participants of the Regional Workshop on
amily Education, and do not necessarily reflect the official position of Unesco. No
inion is intended herein concerning the legal status or the delimination of the fron-
ntry or territory.

TABLE OF CONTENTS

	Page
Preface	
Family Size and Family Welfare	1
Planning for the Future	29
Quality of life in a family	32
Effects of rapid population-growth on the community (Philippines)	39
Population-growth and quality of life (Population policies and programmes in Indonesia)	43
The impact of rapid population-growth on the socio-cultural life of the people	49
Economic consequences of rapid population-growth	52
Population	56

Preface

1. The sample instructional materials in this volume were produced by participants at the Unesco Regional Workshop on Population and Family Education held in Bangkok, Thailand, from 7 September to 7 October 1970.

2. They have not been pupil-tested or elaborately revised, and should be considered *sample first-draft material* usable for reference purposes by groups responsible for designing curricula in individual countries.

3. *The multi-dimensional relationships between population growth, its possible determinants and its possible consequences are so complex, and in many cases so little understood, that for particular countries some of the relationships indicated in the instructional materials may be non-existant or even the opposite of those indicated. Great care will have to be taken in utilizing these draft materials in the production of specific instructional materials for individual countries.*

4. The concepts for which these draft sample instructional materials were written were selected by the participants themselves from the larger body of concepts they had developed during the preceding phases of the Workshop. (See Final Report of the Workshop).

Type of instructional material: Teachers' Guide

Subject: Social studies, language, art, home-making, music

Age group/level: Primary (Grades III, IV)

Family Size and Family Welfare

Introduction: "Formal" lessons would require about 5 periods of 30 minutes each and the ities could be spread over a term at suitable points in the teaching. The could be incorporated in social studies, and the other activities in art, guage, home-making, or music.

Objectives: To create an awareness of the benefits of the small family norm.

Content: Main ideas: Family size can be controlled; children and old people are de of living is affected by family size; quality of life is better in small f

Sub-ideas: Family unit (family smallest unit in our social organization; nuclear and joint; members of family; there are small and large families; be controlled; traditional beliefs that must be modified - folklore, relig sex preference; members of household; role of each member; privileges and of each member; ideal size 2 or 3; old people imposing ideas; members of f dependency of children in human society - care of babies; small families m tion growth; functions of family; how father helps, how mother helps; fath mother keeps house in order, takes care of children; children help in the other).

Family facilities (family size and budget - reasonable income; enough acco time for each other and more attention from parents; small families: fewer and rural families; adolescent children have to work to contribute to larg labour; land or property divided when children grown up; spur to developin families are bigger; fewer children more money to spend on developing land tion; families need housing, food, clothing; big families consume more foo ing, clothes; there is less to spend on agriculture when family is large; is related to size of family; there is a relation between good living and family needs space for sleep, rest, work, play; more facilities needed by

ctional material: Teachers' Guide

al studies, language, art, home-making, music

l: Primary (Grades III, IV)

Family Size and Family Welfare

"Formal" lessons would require about 5 periods of 30 minutes each and the rest of the activities could be spread over a term at suitable points in the teaching. The formal lessons could be incorporated in social studies, and the other activities in art, handiwork, language, home-making, or music.

To create an awareness of the benefits of the small family norm.

Main ideas: Family size can be controlled; children and old people are dependents; standard of living is affected by family size; quality of life is better in small families.

Sub-ideas: Family unit (family smallest unit in our social organization; kinds of families - nuclear and joint; members of family; there are small and large families; family size can be controlled; traditional beliefs that must be modified - folklore, religion, superstition, sex preference; members of household; role of each member; privileges and responsibilities of each member; ideal size 2 or 3; old people imposing ideas; members of family not yet born; dependency of children in human society - care of babies; small families mean less population growth; functions of family; how father helps, how mother helps; father breadwinner, mother keeps house in order, takes care of children; children help in the home, help each other).

Family facilities (family size and budget - reasonable income; enough accommodation; more time for each other and more attention from parents; small families: fewer playmates; urban and rural families; adolescent children have to work to contribute to large families - child labour; land or property divided when children grown up; spur to developing more land when families are bigger; fewer children more money to spend on developing land, luxuries, recreation; families need housing, food, clothing; big families consume more food, space for living, clothes; there is less to spend on agriculture when family is large; comfortable living is related to size of family; there is a relation between good living and a healthy life; a family needs space for sleep, rest, work, play; more facilities needed by big families).

Family welfare: (health of mother, welfare of family members, both related to s
family; health risks in large families; sanitation and nutrition; better health,
sion, and worries in small family; money is required for medical attention; larg
may have more deaths; hygenic habits and health life; systematic distribution of
easier in small family).

Procedures: *Introductory talk* - Today children we start gathering some useful ideas about fa
which we all live. Everybody has a family, but we just take it for granted. Wo
be a good idea to know what a family is all about ... why are there families? ..
in these families? ... what they do and so on. To do this I'll need your help.

Note: In order to provide, in effect, an experimental situation, the two famili
both be from rural areas (or both from urban areas). In developing this unit fu
haps four families could be presented - two rural and two urban - with the teach
ted to choose the most relevant pair. In the lesson plans below, however, only
and one urban situation has been taken. The teacher would need to develop the o
tions in a similar way.

Lesson 1. My family and I

Class group activity: Perhaps we could all put our heads together and pool our imaginations, and form
families who live in Ceylon. We'll call them the Banda and the Sena families sh
The Bandas live in Beruwella, which is a small fishing village by the sea. The
in Kandy, which is the second largest town in Ceylon. The Bandas have a large f
the Senas have a small family.

Now who would like to be Mr. Banda? Who would like to be Mr. Sena?

Now we want a Mrs. Banda ..... that's right ..... and a Mrs. Sena .....

Well, Mr. and Mrs. Banda stand on the right of me, and Mr. and Mrs. Sena on the
to continue with forming our families, will Mr. and Mrs. Banda talk to each othe
and Mrs. Sena talk together and let me know how many children they've each got i
families. While they are doing that I'll divide the blackboard in two to jot do
families are growing, and what they are doing.

nily welfare: (health of mother, welfare of family members, both related to size of
nily; health risks in large families; sanitation and nutrition; better health, less ten-
on, and worries in small family; money is required for medical attention; large families
have more deaths; hygenic habits and health life; systematic distribution of work is
sier in small family).

troductory talk - Today children we start gathering some useful ideas about families in
ch we all live. Everybody has a family, but we just take it for granted. Wouldn't it
a good idea to know what a family is all about ... why are there families? ... who lives
these families? ... what they do and so on. To do this I'll need your help.

e: In order to provide, in effect, an experimental situation, the two families should
h be from rural areas (or both from urban areas). In developing this unit further, per-
s four families could be presented - two rural and two urban - with the teacher instruc-
to choose the most relevant pair. In the lesson plans below, however, only one rural
one urban situation has been taken. The teacher would need to develop the other situa-
ns in a similar way.

Lesson 1. My family and I

rhaps we could all put our heads together and pool our imaginations, and form two typical
milies who live in Ceylon. We'll call them the Banda and the Sena families shall we?
Bandas live in Beruwella, which is a small fishing village by the sea. The Senas live
Kandy, which is the second largest town in Ceylon. The Bandas have a large family, and
Senas have a small family.

who would like to be Mr. Banda? Who would like to be Mr. Sena?

we want a Mrs. Banda ..... that's right ..... and a Mrs. Sena .....

ll, Mr. and Mrs. Banda stand on the right of me, and Mr. and Mrs. Sena on the left. Now
continue with forming our families, will Mr. and Mrs. Banda talk to each other and Mr.
Mrs. Sena talk together and let me know how many children they've each got in their
milies. While they are doing that I'll divide the blackboard in two to jot down how our
milies are growing, and what they are doing.

Mr. and Mrs. Banda would like to have ... children in their family, they t
and Mrs. Sena? Any volunteers for being these children?

The next question is how old are the Banda children? ..... How old are t

I wonder whether either the Bandas or the Senas have their grandparents li

Now Mr. Banda could you tell me how old you are and what you do? And what
Mrs. Banda do you go to work? No? Why? Is it because you have a lot of
your many children in the home? And what sort of work do you do in the ho
Sena I can see that you look the kind of woman who goes to work? Very sma
Who looks after the work in the house when you are away?

Mr. Banda how many rooms do you have in your home? And Mr. Sena?

And now perhaps each of the Banda children will tell me how they help thei
the home? Master and Miss Sena what do you do?

Mrs. Banda could you tell me what sort of things you have in your house?
could you tell me something about your home?

Assignment/ Evaluation:

1. Draw the Banda and Sena family tree. Fill in the names of the members

2. Start a family album. Perhaps you can make your own scrap book out of
collect pictures of all kinds of families, members of a family, photograph
family, and things families use. I'll help you with ideas as we go along.

Lesson 2. Things and my family

Procedures:

Introductory talk - Now we know what a family is and what it does. Have y
about the idea that families need things? Very often they need the same t
each family uses them, and in what ways these things are collected differ
family, depending on how large or small the family is, where the family li
money the family has to spend. Let's find out more about this.

Mr. and Mrs. Banda would like to have ... children in their family, they tell me, and Mr. and Mrs. Sena? Any volunteers for being these children?

The next question is how old are the Banda children? ..... How old are the Sena children?

I wonder whether either the Bandas or the Senas have their grandparents living with them?

Now Mr. Banda could you tell me how old you are and what you do? And what does Mr. Sena do? Mrs. Banda do you go to work? No? Why? Is it because you have a lot of work looking after your many children in the home? And what sort of work do you do in the house? And Mrs. Sena I can see that you look the kind of woman who goes to work? Very smart and efficient. Who looks after the work in the house when you are away?

Mr. Banda how many rooms do you have in your home? And Mr. Sena?

And now perhaps each of the Banda children will tell me how they help their busy mother in the home? Master and Miss Sena what do you do?

Mrs. Banda could you tell me what sort of things you have in your house? And Mrs. Sena could you tell me something about your home?

1. Draw the Banda and Sena family tree. Fill in the names of the members of the family.

2. Start a family album. Perhaps you can make your own scrap book out of brown paper and collect pictures of all kinds of families, members of a family, photographs of your own family, and things families use. I'll help you with ideas as we go along.

Lesson 2. Things and my family

Introductory talk - Now we know what a family is and what it does. Have you ever thought about the idea that families need <u>things</u>? Very often they need the same things, but how each family uses them, and in what ways these things are collected differ from family to family, depending on how large or small the family is, where the family lives, and how much money the family has to spend. Let's find out more about this.

Class group activity:

Now children as in our last lesson we will form the Banda and Sena families, and will find out about the things in their families. While the Bandas and the Senas on my right and left I'll divide the blackboard into two to jot down a list for e Here's one half for the Banda family and the other half for the Senas. Or perhap leave a little more room for the large Banda family.

First to remind ourselves, will Mr. Banda tell us where he and his family live? Sena where do you live?

Mr. Banda what is your work? Mr. Sena what is your work?

I can see Mrs. Sena wants to tell me something ..... yes ..... it's about her

Now Mr. Banda how much do you earn a month by fishing, and selling your fish? An Mrs. Sena how much do both of you earn?

Mr. Banda do you live in your own home? And Mr. Sena shall we say that you live else's house you have to pay a rent for?

Now will Mr. and Mrs. Banda and Mr. and Mrs. Sena get together and tell me what t have to buy for your family every month? The children can also help to draw up t As you think of the things I'll write them down on the blackboard. Could Mrs. Ba me out of her family budget how much she will spend on housing ..... food ..... c leisure? Will Mrs. Sena do the same.

Now you can see that the Banda and Sena family need mostly the same things, but b Banda family has 8 members and the Sena family has only 4 the Banda family has to more things.

What about space to rest, sleep, work and play. Mr. Banda how many rooms did you have in your house? Mr. Sena how many rooms are there in your house .....? So y that the Banda family children will all have to squeeze into two rooms. But remem Banda family lives in a village so they can play in the fields or go down to the The Sena family in Kandy probably lives on a crowded road.

children as in our last lesson we will form the Banda and Sena families, and today they
l find out about the <u>things</u> in their families. While the Bandas and the Senas come up
my right and left I'll divide the blackboard into two to jot down a list for each family.
e's one half for the Banda family and the other half for the Senas. Or perhaps we should
ve a little more room for the large Banda family.

st to remind ourselves, will Mr. Banda tell us where he and his family live? And Mr.
a where do you live?

Banda what is your work? Mr. Sena what is your work?

an see Mrs. Sena wants to tell me something ..... yes ..... it's about her work ....

Mr. Banda how much do you earn a month by fishing, and selling your fish? And Mr. and
. Sena how much do both of you earn?

Banda do you live in your own home? And Mr. Sena shall we say that you live in someone
e's house you have to pay a rent for?

will Mr. and Mrs. Banda and Mr. and Mrs. Sena get together and tell me what <u>things</u> you
e to buy for your family every month? The children can also help to draw up the list.
ou think of the things I'll write them down on the blackboard. Could Mrs. Banda tell
ut of her family budget how much she will spend on housing ..... food ..... clothing ....
sure? Will Mrs. Sena do the same.

you can see that the Banda and Sena family need mostly the same <u>things</u>, but because the
a family has 8 members and the Sena family has only 4 the Banda family has to buy many
things.

about space to rest, sleep, work and play. Mr. Banda how many rooms did you say you
in your house? Mr. Sena how many rooms are there in your house .....? So you can see
the Banda family children will all have to squeeze into two rooms. But remember the
a family lives in a village so they can play in the fields or go down to the beach.
Sena family in Kandy probably lives on a crowded road.

Finally let's find out what the Banda and Sena family do in their leisure
Banda family put their heads together and tell me what they like to do on
gious holiday)? Does Mr. Banda have to go fishing or can he take a day o
mily could go down to the Peradeniya Gardens and spend the whole day toge

Assignment/ Evaluation: How are your scrap books getting along? As you know the Banda family has
to spend on the things they need. The Sena family has Rs.Y to spend on t
With the help of your mothers try and fill in this form for each family g
amounts of money in rupees to be spent on each item for a month.

House	Food	Clothes	Other things	Leisu

When the children bring their homework to class a short discussion could
tribution of a family budget, according to the size of the family as relat
and availability of facilities.

Lesson 3. A happy family

Procedures: *Introductory talk* - To begin with, today children, let's just think back
lesson. In talking and thinking about "Things and my family" we found ou
useful information about the various things that families need and how th
money on them. We also found that the Senas, who have a small family fou
than the Bandas to distribute their family budget. We ended up by saying
wants to be a healthy, happy, wealthy and wise family. These things don't
There are lots of things various members of the family can do to become a
Let's find out from the Senas and Bandas, shall we, how this can be done.

Class group activity: Yes, it's time once again to hear from the Banda and Sena family, about t
along and take your places while I divide the blackboard into two ..... t
Banda family, and the other half for the Senas.

Now Mrs. Banda let's say you are going to the Pola (weekend Fair) to buy
sions for your family. Perhaps you can take young Anil along with you as

Finally let's find out what the Banda and Sena family do in their leisure time. Will the Banda family put their heads together and tell me what they like to do on a Poya day (religious holiday)? Does Mr. Banda have to go fishing or can he take a day off? The Sena family could go down to the Peradeniya Gardens and spend the whole day together.

How are your scrap books getting along? As you know the Banda family has a budget of Rs.X to spend on the things they need. The Sena family has Rs.Y to spend on their family budget. With the help of your mothers try and fill in this form for each family giving actual amounts of money in rupees to be spent on each item for a month.

House	Food	Clothes	Other things	Leisure

When the children bring their homework to class a short discussion could be held on the distribution of a family budget, according to the size of the family as related to the welfare and availability of facilities.

Lesson 3. A happy family

Introductory talk - To begin with, today children, let's just think back quickly to our last lesson. In talking and thinking about "Things and my family" we found out quite a lot of useful information about the various things that families need and how they spend their money on them. We also found that the Senas, who have a small family found it much easier than the Bandas to distribute their family budget. We ended up by saying that every family wants to be a healthy, happy, wealthy and wise family. These things don't just happen. There are lots of things various members of the family can do to become a happy family. Let's find out from the Senas and Bandas, shall we, how this can be done.

Yes, it's time once again to hear from the Banda and Sena family, about themselves. Come along and take your places while I divide the blackboard into two ..... this half for the Banda family, and the other half for the Senas.

Now Mrs. Banda let's say you are going to the Pola (weekend Fair) to buy your weekly provisions for your family. Perhaps you can take young Anil along with you as there are lots

of things you'd want to buy for your large family. Quickly ask your family if t thing special they would like to eat, and give me your marketing list. Mrs. Sen the same.

Now Mr. Banda till then please tell me how much money you can give Mrs. Banda to ing with? And Mr. Sena? Mrs. Banda it doesn't look as though you can buy every your list with that money. What will you leave out? (There would be a class di here on the relative importance of milk for Chuti, the youngest child, and fruit co for Mr. B.). Mrs. Sena could add a few luxuries to her list perhaps as she s have more money and smaller quantities to buy.

Now we shall think about the health of the Banda and Sena families. Mr. Banda h taken your children to the doctor for injections which prevent illness like chol whooping cough?

Mr. Sena is there a dispensary close to your home? Mrs. Banda, if Anil gets a c might catch that cold? Mrs. Sena if Ranee gets mumps what will you do? (Sugges children are to be separated and that this would be difficult in the Banda home)

Will each Banda child tell me how they can help their mother in the home? (Look the younger children, cooking, etc.) And each Sena child how could you help?

Mr. Banda do you send all your children to school? And would you send your chil University? Mr. Sena would you send your children to the University? Everyone think for a little time whether you'd like to belong to the Banda or the Sena fa up your hands those who would like to belong to the Banda family. Put up your h of you who would like to belong to the Sena family.

(Some sweets or cakes may be brought to class and distributed in the Sena and families to indicate how far a given number will go in each case).

Assignment/ Evaluation: Finish the drawings you started last time. I hope your scrap books are getting We shall be displaying these scrap books at the end-of-term concert and play on Day.

f things you'd want to buy for your large family. Quickly ask your family if there is anything special they would like to eat, and give me your marketing list. Mrs. Sena please do the same.

Now Mr. Banda till then please tell me how much money you can give Mrs. Banda to go marketing with? And Mr. Sena? Mrs. Banda it doesn't look as though you can buy everything on your list with that money. What will you leave out? (There would be a class discussion here on the relative importance of milk for Chuti, the youngest child, and fruit and tobacco for Mr. B.). Mrs. Sena could add a few luxuries to her list perhaps as she seems to have more money and smaller quantities to buy.

Now we shall think about the health of the Banda and Sena families. Mr. Banda have you taken your children to the doctor for injections which prevent illness like cholera and whooping cough?

Mr. Sena is there a dispensary close to your home? Mrs. Banda, if Anil gets a cold who else might catch that cold? Mrs. Sena if Ranee gets mumps what will you do? (Suggest that the children are to be separated and that this would be difficult in the Banda home).

Will each Banda child tell me how they can help their mother in the home? (Looking after the younger children, cooking, etc.) And each Sena child how could you help?

Mr. Banda do you send all your children to school? And would you send your children to a university? Mr. Sena would you send your children to the University? Everyone in the class think for a little time whether you'd like to belong to the Banda or the Sena family. Put up your hands those who would like to belong to the Banda family. Put up your hands those of you who would like to belong to the Sena family.

(Some sweets or cakes may be brought to class and distributed in the Sena and Banda families to indicate how far a given number will go in each case).

Finish the drawings you started last time. I hope your scrap books are getting along well. We shall be displaying these scrap books at the end-of-term concert and play on Parents Day.

Evaluation discussion:

1. *Is a family unit often made up of a single person?*
2. *Do parents have the choice of deciding how many children they would like family?*
3. *Can a large family be more comfortable in a small house than in a large*
4. *Is a family budget shared by all members of the family?*
5. *Are people in large, overcrowded families more likely to fall ill?*
6. *Would parents be wise to plan small families?*
7. *Write 3 sentences to say in your own words how you can be most helpful t of your family.*
8. *If one of the Banda children comes back from school with measles, is it rest of the children will catch it? Why do you think so?* (The pupils analyse why there is more likelihood of the children catching measles overcrowding, poor medical facilities, etc.)
9. *How many children do you think a family should have? Why?*

Other activities:

1. Charts: The activity here could be individual or group work in which p tically express small and large families, members of the family, their r e.g. food, house, clothing, and perhaps extend it to villages and towns.
2. Murals: The class forms itself into two or four groups and works on a m room display giving, say, the Day in the Life of the Banda or Sena famil should have actual cut-outs of food, clothes, house design. Children co cards and presents suitable for each member of the family.
3. Models: Making models of houses for a small and large family to live in clothes for children in a small and large family. Cooking for a small a
4. Songs: Perhaps the music or poetry teacher could be asked to write a s the roles of the different members of the family. An effective type of the verse and chorus type which is popular in Ceylon folk songs. The ba be incorporated in the chorus, and the verse could give incidents from t family with perhaps the father, mother, and children singing each verse.

1. *Is a family unit often made up of a single person?*
2. *Do parents have the choice of deciding how many children they would like to have in their family?*
3. *Can a large family be more comfortable in a small house than in a large house?*
4. *Is a family budget shared by all members of the family?*
5. *Are people in large, overcrowded families more likely to fall ill?*
6. *Would parents be wise to plan small families?*
7. *Write 3 sentences to say in your own words how you can be most helpful to other members of your family.*
8. *If one of the Banda children comes back from school with measles, is it likely that the rest of the children will catch it? Why do you think so?* (The pupils would have to analyse why there is more likelihood of the children catching measles as related to overcrowding, poor medical facilities, etc.)
9. *How many children do you think a family should have? Why?*

1. Charts: The activity here could be individual or group work in which pupils diagramatically express small and large families, members of the family, their roles, facilities e.g. food, house, clothing, and perhaps extend it to villages and towns.
2. Murals: The class forms itself into two or four groups and works on a mural for classroom display giving, say, the Day in the Life of the Banda or Sena family. The mural should have actual cut-outs of food, clothes, house design. Children could also make cards and presents suitable for each member of the family.
3. Models: Making models of houses for a small and large family to live in. Cutting out clothes for children in a small and large family. Cooking for a small and large family.
4. Songs: Perhaps the music or poetry teacher could be asked to write a song which gives the roles of the different members of the family. An effective type of song would be the verse and chorus type which is popular in Ceylon folk songs. The basic concept could be incorporated in the chorus, and the verse could give incidents from the life of the family with perhaps the father, mother, and children singing each verse.

5. Films: Perhaps some of the embassies could provide educational films about family life in their countries. There is also a very good Ceylon Government Information Department documentary film on the Ceylon River Valleys Development projects which shows a family in a new settlement, highlighting the role of each member of the family and the growth and development of the family with relation to land and skills, schooling etc. Pupils may be taken to see this film.

6. Interesting little anecdotes are often found in the newspapers of incidents that take place in small and large families. If the teacher collects these in her own album, she could use them to illustrate the lesson with things that are actually taking place in the country and may be the world over: floods in overcrowded areas, large destitute families, refugees ... Also show them pictures of healthy, happy families.

7. Background information can be got in libraries, e.g. British Council and USIS where there are other teaching guides on this specific subject. Colombo Plan can help. It might be a good idea to take the children along to a library to introduce them to the idea of finding information for themselves.

8. The subject could be suggested for a one-day seminar of the Parents/Teachers' Association.

Type of instructional material: Teachers' Guide + Pupils' Text (Story)

Subject: Social studies (Unit: Family)

Age group/level: Primary (Middle)

Introduction: This story was written to show the disadvantages of a large family and ad small family. Although the emphasis is on the economic aspects, the teac it clear by discussion that there are many other factors involved.

Objectives: To help the learners initiate investigations on the advantages and disadv and large families in order to understand: the relationship between the ly and the preservation of health of the mother and welfare of the childr ship between family size and quality of life - the effect of family size clothing, health, sanitation, savings, inter-personal relationships; that be controlled.

Procedures: There are many ways of teaching this story. The teacher, keeping in mind is the best judge to choose the method. Here are some suggestions:

1. The teacher tells the pupils to read the story (or herself reads the class) and then divides the class into two groups. One group may lis of a small family and the other group may list the disadvantages of a Then the teacher may bring both groups together and share their findi may ask them whether these points are clear in the story or not. The the disadvantages of a small family and the advantages of a large fam them with the advantages of a small and the disadvantages of a large
2. The pupils may dramatize the story, and then the teacher may discuss
3. Have discussions with the pupils and ask them key questions. Some of discussion questions are: *What happens if there is a piece of land, family is large and it is going to be divided among the children? Do anything about it or not?; What happens if the land is to be divided dren in a small family?; What are some of the main problems of a lar are some advantages of a large family?; What are some of the advanta tages of a small family?; What might have happened if Hassan had mar*

ructional material: Teachers' Guide + Pupils' Text (Story)

ial studies (Unit: Family)

el: Primary (Middle)

This story was written to show the disadvantages of a large family and advantages of a small family. Although the emphasis is on the economic aspects, the teacher should make it clear by discussion that there are many other factors involved.

To help the learners initiate investigations on the advantages and disadvantages of small and large families in order to understand: the relationship between the size of the family and the preservation of health of the mother and welfare of the children; the relationship between family size and quality of life - the effect of family size on nutrition, clothing, health, sanitation, savings, inter-personal relationships; that family size can be controlled.

There are many ways of teaching this story. The teacher, keeping in mind the objectives, is the best judge to choose the method. Here are some suggestions:

1. The teacher tells the pupils to read the story (or herself reads the story to the class) and then divides the class into two groups. One group may list the advantages of a small family and the other group may list the disadvantages of a large family. Then the teacher may bring both groups together and share their findings. The teacher may ask them whether these points are clear in the story or not. They may also discuss the disadvantages of a small family and the advantages of a large family, and compare them with the advantages of a small and the disadvantages of a large family.
2. The pupils may dramatize the story, and then the teacher may discuss this with them.
3. Have discussions with the pupils and ask them key questions. Some of the possible discussion questions are: *What happens if there is a piece of land, the size of the family is large and it is going to be divided among the children? Does this story say anything about it or not?; What happens if the land is to be divided among the children in a small family?; What are some of the main problems of a large family? What are some advantages of a large family?; What are some of the advantages and disadvantages of a small family?; What might have happened if Hassan had married later and*

spaced his children?; Why do you think Akram delayed his marriage and spa
dren? How and from where do you think he learned that this would be benef
small and a large family size effects the population of a community, a cou
even the world. Relate this statement to Hassan and Akram's families.

Hassan and Akram

In Kanam, one of the villages in Konduz Province of Afghanistan, there lived a man named H had two sons and six daughters. He made more than enough to support his family. When he died, large property was divided among his children. The daughters received their shares, married and with their husbands. In accordance with the law, each son received twice the share of the daugh

The names of Haider's sons were Hassan and Akram. Hassan was 22 and Akram was 21 years ol father died. Each of them received 30 Jeribs (about 15 acres) of land, plus a house with two ro a jerib. Their land and houses were in two different villages, far from each other. Their land the same productivity.

Neither brother married for some years. They saved some money and each bought a radio and ture. But their interests in radio programmes were quite different. Hassan was always fond of popular music while Akram usually turned to news programmes, dialogues, and health and home mana grammes.

The educational background of the two brothers was the same. They had not gone to school, studied with the Mulla (a Muslim priest). They could read, and their interests in reading also Hassan was fond of reading only short novels while Akram read magazines, newspapers and booklets with agriculture, as well.

When Hassan was 25 he fell in love with a beautiful girl and was married. The couple had son one year after their marriage. According to the custom, they gave a big party called a Shab They invited all their friends and relatives who gave many gifts to the new-born child. Hassan gave presents to many of the guests. Hassan's brother Akram was among the guests. Hassan was v with his family. He bought a cow in order to have milk. Whenever he returned from his fields h his yard with his wife cultivating vegetables for family consumption.

spaced his children?; Why do you think Akram delayed his marriage and spaced his children? How and from where do you think he learned that this would be beneficial?; A small and a large family size effects the population of a community, a country and even the world. Relate this statement to Hassan and Akram's families.

Hassan and Akram

of the villages in Konduz Province of Afghanistan, there lived a man named Haider. He daughters. He made more than enough to support his family. When he died, his rather ivided among his children. The daughters received their shares, married and went off . In accordance with the law, each son received twice the share of the daughters.

aider's sons were Hassan and Akram. Hassan was 22 and Akram was 21 years old when their f them received 30 Jeribs (about 15 acres) of land, plus a house with two rooms on half and houses were in two different villages, far from each other. Their lands had almost y.

r married for some years. They saved some money and each bought a radio and some furni- erests in radio programmes were quite different. Hassan was always fond of listening to Akram usually turned to news programmes, dialogues, and healt and home management pro-

l background of the two brothers was the same. They had not gone to school, but had la (a Muslim priest). They could read, and their interests in reading also differed. eading only short novels while Akram read magazines, newspapers and booklets dealing well.

s 25 he fell in love with a beautiful girl and was married. The couple had their first heir marriage. According to the custom, they gave a big party called a Shabi-Shash. ir friends and relatives who gave many gifts to the new-born child. Hassan and his wife y of the guests. Hassan's brother Akram was among the guests. Hassan was very happy bought a cow in order to have milk. Whenever he returned from his fields he worked in fe cultivating vegetables for family consumption.

The next year they had another son. Therefore they had another Shabi-Shash party. wife were happy. Their third child was the daughter they had been longing for. Now there they needed another room for the children. Therefore Hassan added two more rooms to his h were living quite comfortably. Their income was sufficient to support the family. Their diture were estimated as follows:

Estimated income	50,000	Afghanis (Afs) each year
Dividing equally	$\frac{50,000}{5}$	= 10,000 Afs. per person

Of course the expenditure of each individual differed, but the family could save some Their savings were greater when they only had one child, but later when they had more chil decreased.

The parents were hoping that when their children grew older they could send them to good education. The parents bought gifts and new clothes for them each Eid (a major Musli

Akram waited to marry until he reached the age of 28. He planned to save more money a beautiful girl and was soon married. He invited his friends and relatives to his weddin and his wife with their 3 children wore their pretty clothes and brought some gifts for the Akram also gave some gifts to his brother's children.

By the time Hassan had his 5th child a school was opened in his village. He wanted v his first child to school, but the family was large and his income was not sufficient to su so he changed his mind and asked his eldest son to help him in the field and to help his mo His wife was becoming weaker because she had given birth to 5 children and another was comi gave birth to the sixth child she became sick. Her sixth child was very weak and his mothe care of him very well. He died after a few days. Her two youngest children were also sick have enough money to support his family. Therefore he had to borrow some to save the life children, but it seemed that whenever one was recovering the other was becoming sick. Main cause they did not have good nourishing food, a sanitary home, or enough money to pay the m Life became very difficult for them. Finally Hassan had to sell half of his land and his c his loan and spent the rest on food and medicine.

year they had another son. Therefore they had another Shabi-Shash party. Both husband and
. Their third child was the daughter they had been longing for. Now there were five and
ther room for the children. Therefore Hassan added two more rooms to his house. They still
te comfortably. Their income was sufficient to support the family. Their income and expen-
imated as follows:

Estimated income	50,000 Afghanis (Afs) each year
Dividing equally	$\frac{50,000}{5}$ = 10,000 Afs. per person

the expenditure of each individual differed, but the family could save some money each year.
ere greater when they only had one child, but later when they had more children, the savings

ts were hoping that when their children grew older they could send them to school to obtain a
The parents bought gifts and new clothes for them each Eid (a major Muslim festival holiday).

ted to marry until he reached the age of 28. He planned to save more money. Finally he met
l and was soon married. He invited his friends and relatives to his wedding party. Hassan
th their 3 children wore their pretty clothes and brought some gifts for the bride and groom.
some gifts to his brother's children.

me Hassan had his 5th child a school was opened in his village. He wanted very much to send
to school, but the family was large and his income was not sufficient to support his family;
is mind and asked his eldest son to help him in the field and to help his mother at home.
coming weaker because she had given birth to 5 children and another was coming. When she
ne sixth child she became sick. Her sixth child was very weak and his mother could not take
y well. He died after a few days. Her two youngest children were also sick. Hassan did not
ey to support his family. Therefore he had to borrow some to save the life of his wife and
t seemed that whenever one was recovering the other was becoming sick. Mainly this was be-
ot have good nourishing food, a sanitary home, or enough money to pay the medical expenses.
y difficult for them. Finally Hassan had to sell half of his land and his cow. He paid back
ent the rest on food and medicine.

After having her seventh baby his wife became very weak and sickly. She lost her strength Hassan always seemed to be borrowing money and spending it on his wife and children; there were or two sick. He spent most of his time with his children taking care of them.

Now there were eight in his family but only half of his original income since he had sold land. His income was 25,000 Afs.

This 25,000 Afs. was supporting 8 people in the family

$$\left(\frac{25,000}{8} = 3,111\right)$$

This amount of money was less than 1/3 of what each had been getting when there were only his family.

Life became very hard for him because of the sick persons in the family. His youngest chi weeks before his wife gave birth to the eighth child. As the mother was very weak and sick, she age of 33. Her new-born child also died after just a few days. Hassan sold the rest of his lan He paid his loan back and spent the remainder for the funeral. Now he did not have anything; a He himself became sick.

His brother Akram who had only 3 children in ten years enjoyed a comfortable life. They h income. The parents and children were happy and healthy. Two of their children were in school. them was a very good student in class; the other was average.

They built a new good-looking house. They arranged their new house very well. They had m niences in the house. They had a beautiful garden.

her seventh baby his wife became very weak and sickly. She lost her strength and beauty.
ed to be borrowing money and spending it on his wife and children; there were always one
pent most of his time with his children taking care of them.

re eight in his family but only half of his original income since he had sold half of his
was 25,000 Afs.

Afs. was supporting 8 people in the family

$$\left(\frac{25,000}{8} = 3,111\right)$$

of money was less than 1/3 of what each had been getting when there were only 5 members of

very hard for him because of the sick persons in the family. His youngest child died a few
ife gave birth to the eighth child. As the mother was very weak and sick, she died at the
w-born child also died after just a few days. Hassan sold the rest of his land and house.
ack and spent the remainder for the funeral. Now he did not have anything; all was gone.
sick.

Akram who had only 3 children in ten years enjoyed a comfortable life. They had enough
ts and children were happy and healthy. Two of their children were in school. One of
od student in class; the other was average.

new good-looking house. They arranged their new house very well. They had many conve-
se. They had a beautiful garden.

Type of instructional material: Pupils' Text + Teachers' Guide

Subject: Social studies (Unit: Family and Community)

Age group/level: Primary (Upper)

Family Size and Family Welfare

Introduction: These materials are presented in the form of a four-act play which is e
Family Play". The play is based on a rural Malaysian scene. The mater
in conjunction with the Teachers' Guide provided.

The story: Mr. Ali (the Big Family of father, mother and 8 children) a
Small Family of father, mother and 3 children) are neighbours, living i
quarters provided by their employer, the rubber estate owner. They bot
estate as rubber tappers and each earn about M.$5 a day (depending on t

The Acts. The four Acts relate to four incidents in the lives of these
four incidents deal with the four aspects dealt with under the topic 'F
Family Size', i.e. food, clothing, shelter, living space and recreation
performed separately and used as a basis for a class discussion so that
'discover' the relevant concepts regarding family welfare and family si

The stage: The stage is the front of the classroom which is divided in
the apartment for the 'Big Family' is on the left and the apartment for
is on the right.

The Two-Family Play

Act I Scene (a): Dinner time. Kitchen-living room. The mother is cooking in the kitchen
dren are playing noisily in the congested room.

Mother : (Pausing in her cooking, brushing back her hair) Now children, stop all
(1st child) look after your brother (7th child). See why he is crying.

tional material: Pupils' Text + Teachers' Guide

studies (Unit: Family and Community)

Primary (Upper)

Family Size and Family Welfare

These materials are presented in the form of a four-act play which is entitled "The Two-Family Play". The play is based on a rural Malaysian scene. The material is to be used in conjunction with the Teachers' Guide provided.

The story: Mr. Ali (the Big Family of father, mother and 8 children) and Mr. Ahmad (the Small Family of father, mother and 3 children) are neighbours, living in similar 2-room quarters provided by their employer, the rubber estate owner. They both work on a rubber estate as rubber tappers and each earn about M.$5 a day (depending on the price of rubber).

The Acts. The four Acts relate to four incidents in the lives of these two families. These four incidents deal with the four aspects dealt with under the topic 'Family Welfare and Family Size', i.e. food, clothing, shelter, living space and recreation. Each Act is to be performed separately and used as a basis for a class discussion so that the pupils may 'discover' the relevant concepts regarding family welfare and family size.

The stage: The stage is the front of the classroom which is divided into two parts so that the apartment for the 'Big Family' is on the left and the apartment for the 'Small Family' is on the right.

The Two-Family Play

Dinner time. Kitchen-living room. The mother is cooking in the kitchen while the 8 children are playing noisily in the congested room.

(Pausing in her cooking, brushing back her hair) Now children, stop all that noise. Zafar (1st child) look after your brother (7th child). See why he is crying.

3rd child : Mother, I am hungry. When is father coming back?

5th child : Mother! Latif beat me! Ayub, stop biting my toe!

(Footsteps on the stairs - door opens).

Children : Father is home! (All run up to him and surround him).

Father : (Walking in holding a heavy bag of rice in one hand, a parcel, and a bunch in the other). Quiet, sit down children. Mother, here is the rice and fi dren, here are some bananas. Don't grab! You all have to share the banan see that two of you share each banana.

5th child : Father, why did you buy only 5 bananas?

Father : (sadly) That's all I can afford after buying the 10 gantang of rice and th time when I've more money, I'll buy more.

(While the children peel and share the bananas, father walks over to Mothe her half of the bananas).

Father : Mother, are you tired? (looks into the pot).

Mother : Not really. How much did the rice cost today? What did you buy for the c

Father : 10 gantangs of rice and 2 katis of fish. They are expensive nowadays. So seem to be buying food that the prices have been going up day-by-day.

Mother : In our family of 10, the 2 katis of fish can last us only one day and the rice five days. We seem to be spending so much on food and yet the childr all the time.

Father : Yes, having 8 children to feed needs a lot of food. Today I could only af katis of the cheapest fish and a little vegetables. Really, too much of w goes to the buying of food. We can't even afford to buy some beef for t festival.

Mother : I understand from the nurses at the Health Clinic that children should dri milk and eat more of such food as eggs, meat and vegetables. But we just to buy all that. We have to buy so much rice!

Father : I don't know how I can earn any more money, with the price of rubber as lo Maybe our eldest son should leave school and help us with tapping rubber.

: Mother, I am hungry. When is father coming back?

: Mother! Latif beat me! Ayub, stop biting my toe!

(Footsteps on the stairs - door opens).

: Father is home! (All run up to him and surround him).

: (Walking in holding a heavy bag of rice in one hand, a parcel, and a bunch of 5 bananas in the other). Quiet, sit down children. Mother, here is the rice and fish. Now children, here are some bananas. Don't grab! You all have to share the bananas. Anah, see that two of you share each banana.

: Father, why did you buy only 5 bananas?

: (sadly) That's all I can afford after buying the 10 gantang of rice and the fish. Next time when I've more money, I'll buy more.

(While the children peel and share the bananas, father walks over to Mother and gives her half of the bananas).

: Mother, are you tired? (looks into the pot).

: Not really. How much did the rice cost today? What did you buy for the curry?

: 10 gantangs of rice and 2 katis of fish. They are expensive nowadays. So many people seem to be buying food that the prices have been going up day-by-day.

: In our family of 10, the 2 katis of fish can last us only one day and the 10 gantangs of rice five days. We seem to be spending so much on food and yet the children are hungry all the time.

: Yes, having 8 children to feed needs a lot of food. Today I could only afford to buy 2 katis of the cheapest fish and a little vegetables. Really, too much of what I can earn goes to the buying of food. We can't even afford to buy some beef for tomorrow's festival.

: I understand from the nurses at the Health Clinic that children should drink a lot of milk and eat more of such food as eggs, meat and vegetables. But we just can't afford to buy all that. We have to buy so much rice!

: I don't know how I can earn any more money, with the price of rubber as low as it is. Maybe our eldest son should leave school and help us with tapping rubber.

Mother : No father. He must continue with his studies so that he can have a be
own later. I'll try to plant some fruits and vegetables in the garden
hens for eggs. Today our hens laid 4 eggs. We can cook them for the
Maybe we can kill one of the hens tomorrow.

Father : Oh, no - if we kill one of the hens, then we'll have fewer eggs. Let
you in the garden. Mother, I think you and I should go to the Health
nurse about not having any more children because we cannot afford such

Mother : Yes, father, we'll go day after tomorrow. Now children, dinner is rea

Curtain

Act I Scene (b) : Dinner time. Kitchen-living room. Mother is cooking in the kitchen w
children are studying at the dinner table and the youngest child is pl

Mother : (looking up from her cooking) Children, are you hungry?

1st child : Not very, mother. When is father coming home?

Father : (opens the door, walks in, one hand with a bag of rice and the other w
bananas and several packets) I'm home.

Children : Father, father, anything for me to eat?

Father : Yes, quiet now. Here is a banana each for you and a sweet too. Mokte
to your mother and these packets too.

Mother : What did you buy today?

Father : I bought 5 gantangs of rice, 1 kati of fish, and a kati of beef and so
tomorrow's festival. (Walks over to where mother is cooking). What are
dinner?

Mother : Egg curry, mutton soup and some vegetable.

Father : We're fortunate because we don't have to buy so much food as our neighb
children. You know growing children need a lot of food to grow up.

Mother : So do ours! But with only 3 children to feed it is not so difficult.
follow the advice of the nurse at the Health Centre. I can feed the ch
type of food which she said will build their body and make them healthy

: No father. He must continue with his studies so that he can have a better life of his own later. I'll try to plant some fruits and vegetables in the garden and rear more hens for eggs. Today our hens laid 4 eggs. We can cook them for the festival tomorrow. Maybe we can kill one of the hens tomorrow.

: Oh, no - if we kill one of the hens, then we'll have fewer eggs. Let the children help you in the garden. Mother, I think you and I should go to the Health Clinic to see the nurse about not having any more children because we cannot afford such a big family.

: Yes, father, we'll go day after tomorrow. Now children, dinner is ready.

Curtain

: Dinner time. Kitchen-living room. Mother is cooking in the kitchen while the 2 elder children are studying at the dinner table and the youngest child is playing in a corner.

: (looking up from her cooking) Children, are you hungry?

: Not very, mother. When is father coming home?

: (opens the door, walks in, one hand with a bag of rice and the other with a bunch of 5 bananas and several packets) I'm home.

: Father, father, anything for me to eat?

: Yes, quiet now. Here is a banana each for you and a sweet too. Mokter, give this banana to your mother and these packets too.

: What did you buy today?

: I bought 5 gantangs of rice, 1 kati of fish, and a kati of beef and some vegetables for tomorrow's festival. (Walks over to where mother is cooking). What are you cooking for dinner?

: Egg curry, mutton soup and some vegetable.

: We're fortunate because we don't have to buy so much food as our neighbour Ali. He has 8 children. You know growing children need a lot of food to grow up.

: So do ours! But with only 3 children to feed it is not so difficult. I find that I can follow the advice of the nurse at the Health Centre. I can feed the children with the type of food which she said will build their body and make them healthy because I don't

have to cook for so many people. The nurse said that good nutritious food n
expensive. Much of it can be grown in our garden quite easily.

Father : Yes, you're right. How are our bean plants growing? Did our hens lay any e

Mother : The beans are coming fine. The papaya tree is at last beginning to bear fru
hens laid 4 eggs today.

Father : Are you going to give us a feed tomorrow?

Mother : (Smiles and begin to lay the table). We'll see. Children, time to eat.

Curtain

Note: Refer to Teacher's Guide for follow-up class activities.

The Two-Family Play

Act II. : After dinner at about 8.00 p.m. Mr. Ali's living room. Mother is busy mend
ing. The younger children (5th to 8th child) are playing around noisily whi
older children try half-heartedly to study, being distracted by the playing.
sharpens his tapping knife.

Mother : (looks up from her sewing) Father, you don't have to sharpen your knife ton
won't be tapping tomorrow.

Father : Yes, tomorrow is festival day. Now what shall we do?

Zafar (1st child) : I know, I know, let's go to the fair.

Rest of children : Yes, the fair, the fair.

Anah (2nd child) : Mother, what can we wear for the fair?

have to cook for so many people. The nurse said that good nutritious food need not be expensive. Much of it can be grown in our garden quite easily.

Yes, you're right. How are our bean plants growing? Did our hens lay any eggs today?

The beans are coming fine. The papaya tree is at last beginning to bear fruit. Our hens laid 4 eggs today.

Are you going to give us a feed tomorrow?

(Smiles and begin to lay the table). We'll see. Children, time to eat.

Curtain

Note: Refer to Teacher's Guide for follow-up class activities.

The Two-Family Play

After dinner at about 8.00 p.m. Mr. Ali's living room. Mother is busy mending and sewing. The younger children (5th to 8th child) are playing around noisily while the 4 older children try half-heartedly to study, being distracted by the playing. Father sharpens his tapping knife.

(looks up from her sewing) Father, you don't have to sharpen your knife tonight. You won't be tapping tomorrow.

Yes, tomorrow is festival day. Now what shall we do?

I know, I know, let's go to the fair.

Yes, the fair, the fair.

Mother, what can we wear for the fair?

Mother : (drops her sewing) Let's see.

Zafar : Mother, can I wear my new shirt?

Mother : Yes, Zafar. Ghazali (3rd child) can wear Zafar's last year's shirt an
you can wear the dress I made from your Aunty's sarong kabaya.

Ghazali (3rd child) : But mother, can't I go in my school uniform? It's still new.

Zafar : You silly boy. You can't. That's for going to school and not to the

Ghazali : (sulking) But I like my school uniform. I don't like your old shirt
are too big for me. I wish I could have enough clothes like my friend

Father : Ghazali! That's not the way to talk. You know we cannot afford to bu
many dresses. I have to pay fees to buy books for so many of you. Yo
more clothes of his own because there are fewer of them in the family
big family. Besides your mother does not have the time to sew so many

(The 4 younger children go back to their game while the 4 elder childr
but Latif soon leaves the room).

Anah : (reads aloud from her book).

Zafar : Anah you're making too much noise. (Sherifah and Ahtar fight and Ahta
keep quiet too.

Father : (looks harassed) Where is Latif?

Anah : Call him back. He should be studying his lesson. (Anah goes out and

Father : Why did you go out?

Latif : It's too noisy and hot inside. I can't study with all that noise.

Father : (angrily). You are a naughty boy. Now all of you go to bed. (The ch
grudgingly leave).

Father : (moves over to sit beside mother, sighs): Every night we seem to have
in this room. This house is too small for us. We have only 2 bedroom
filled to capacity! There is no place for them to study or play .....
You must be too.

: (drops her sewing) Let's see.

: Mother, can I wear my new shirt?

: Yes, Zafar. Ghazali (3rd child) can wear Zafar's last year's shirt and shorts. Anah, you can wear the dress I made from your Aunty's sarong kabaya.

: But mother, can't I go in my school uniform? It's still new.

ld)

: You silly boy. You can't. That's for going to school and not to the fair.

: (sulking) But I like my school uniform. I don't like your old shirt and shorts. They are too big for me. I wish I could have enough clothes like my friend Mohtar, next door.

: Ghazali! That's not the way to talk. You know we cannot afford to buy cloth for so many dresses. I have to pay fees to buy books for so many of you. Your friend can have more clothes of his own because there are fewer of them in the family while ours is a big family. Besides your mother does not have the time to sew so many dresses.

(The 4 younger children go back to their game while the 4 elder children try to study, but Latif soon leaves the room).

: (reads aloud from her book).

: Anah you're making too much noise. (Sherifah and Ahtar fight and Ahtar cries) Ahtar you keep quiet too.

: (looks harassed) Where is Latif?

: Call him back. He should be studying his lesson. (Anah goes out and brings back Latif).

: Why did you go out?

: It's too noisy and hot inside. I can't study with all that noise.

: (angrily). You are a naughty boy. Now all of you go to bed. (The children grumble and grudgingly leave).

: (moves over to sit beside mother, sighs): Every night we seem to have such a commotion in this room. This house is too small for us. We have only 2 bedrooms and they are filled to capacity! There is no place for them to study or play ..... I'm tired. You must be too.

Mother : (tired but tries to be cheerful): Yes, I'm tired but I still have so much m sewing to do.

Father : Now that 4 of our children are going to school we have to spend more and mor their uniforms and shoes. I wish I could give them a new dress for the fest can't afford to buy so many.

Mother : (sympathetically) I know. We'll try to manage. I'll alter the same dresse younger ones.

Father : Grandfather said that we must have many children. Unlike the old days when meant more hands on the sawal (farm) nowadays it is difficult and takes a lo to bring up even a small family. We must study the family planning pamphlet fully. We cannot have any more children.

Curtain

The Two-Family Play

Act III : After dinner in Mr. Ahmad's living room. Mother is knitting while the fathe the two sons study. A generally quiet and orderly atmosphere. The youngest playing with some crayons.

Father : Mohtar, what homework did your teacher give you today?

Mohtar : He gave me sums to do. But father, I don't know how to do this one. Can yo

Father : Let me see. Yes. Suppose I ask you .....
(Mohtar follows and solves the problem).

Malek (2nd child) : Father, father my teacher gave me "very good" for my handwriting. See.

Father : (looks and smiles) Very good Malek. Let's see what Malinal is doing. Mali here.

Malinal (3rd child) : Papa, see my picture. Many flowers. Papa is here and mummy is here.

: (tired but tries to be cheerful): Yes, I'm tired but I still have so much mending and sewing to do.

: Now that 4 of our children are going to school we have to spend more and more on clothes - their uniforms and shoes. I wish I could give them a new dress for the festival but I can't afford to buy so many.

: (sympathetically) I know. We'll try to manage. I'll alter the same dresses for the younger ones.

: Grandfather said that we must have many children. Unlike the old days when more children meant more hands on the sawal (farm) nowadays it is difficult and takes a lot of money to bring up even a small family. We must study the family planning pamphlet more carefully. We cannot have any more children.

Curtain

The Two-Family Play

: After dinner in Mr. Ahmad's living room. Mother is knitting while the father is watching the two sons study. A generally quiet and orderly atmosphere. The youngest child is playing with some crayons.

: Mohtar, what homework did your teacher give you today?

: He gave me sums to do. But father, I don't know how to do this one. Can you show me?

: Let me see. Yes. Suppose I ask you .....
(Mohtar follows and solves the problem).

: Father, father my teacher gave me "very good" for my handwriting. See.

: (looks and smiles) Very good Malek. Let's see what Malinal is doing. Malinal, come here.

: Papa, see my picture. Many flowers. Papa is here and mummy is here.

Mother : She asked me to show her how to draw you this morning.

Mohtar : Mother, next Saturday will be my school's sports day. My teacher ask something for the refreshment.

Mother : What would you like to take?

Father : Maybe mother can make some banana cakes for you.

Mohtar : Mother, my teacher wants me to wear red shorts on sports day. Can yo

Mother : Yes, have you completed your homework? Well, off to bed.

Father : (after the children have gone to bed) Children seem to need many thi school. With 3 children we can just about manage and we'll be able t school till the school certificate. I wonder how our friends Mr. Ali with so many children in the family. I am very glad we took the advi the Family Planning Clinic.

Curtain

Act IV : Village coffee shop in the late afternoon. Sitting round a table are Mr. Yusel (the village chief), Mr. Ah Chong,(the coffee shop owner) a tired government servant).

Ah Chong : Ali, you're a lucky man to have so many children.

Ali (sighs) : Lucky? Maybe. But it is very difficult to bring up such a large numb don't know how I can send them all to school. With what I earn I can

Samy : How many of your children are schooling?

Ali : Four now and one more every year. I can't afford to buy all their te

Ahmad : Yes, the cost of schooling is high. I find it hard even to send 2 chi

Ah Chong : I heard that another school will be built near here soon.

Samy : I heard that too. The government is finding it difficult to select a the school. All the suitable land has been occupied by housing estate

: She asked me to show her how to draw you this morning.

: Mother, next Saturday will be my school's sports day. My teacher asked me to bring something for the refreshment.

: What would you like to take?

: Maybe mother can make some banana cakes for you.

: Mother, my teacher wants me to wear red shorts on sports day. Can you sew one for me?

: Yes, have you completed your homework? Well, off to bed.

: (after the children have gone to bed) Children seem to need many things when they go to school. With 3 children we can just about manage and we'll be able to keep them in school till the school certificate. I wonder how our friends Mr. Ali and wife manage with so many children in the family. I am very glad we took the advice of the doctor at the Family Planning Clinic.

Curtain

: Village coffee shop in the late afternoon. Sitting round a table are Mr. Ali, Mr. Ahmad, Mr. Yusel (the village chief), Mr. Ah Chong,(the coffee shop owner) and Mr. Samy (a retired government servant).

: Ali, you're a lucky man to have so many children.

ns) : Lucky? Maybe. But it is very difficult to bring up such a large number of children. I don't know how I can send them all to school. With what I earn I can barely feed them.

: How many of your children are schooling?

: Four now and one more every year. I can't afford to buy all their textbooks.

: Yes, the cost of schooling is high. I find it hard even to send 2 children to school.

: I heard that another school will be built near here soon.

: I heard that too. The government is finding it difficult to select a suitable site for the school. All the suitable land has been occupied by housing estates. The number of

people in this village has increased many times since the war.

Yusef : I remember before the war this was a small village, now we have 3 schools!

Ahmad : I understand a number of our young boys have left the village for the nearby look for jobs.

Ali : My nephew left the village 3 months ago but he is still without a job. With Standard VI qualification I think it is not easy to get a job.

Yusef : At the civics course held for village headmen, I was told that in this count of the people are below 15 years of age.

Ali : That many!

Yusef : Yes. And there are about 1.5 million pupils in primary schools.

Ah Chong : My son told me that in his class in school there are 50 pupils studying in o room. Samy, remember, in our days we had only 20 in the class.

Samy : I think our country is facing many problems because of the rapid increase of

Yusef : Yes. In Malaysia now there are about 10 million people and it seems that th be 25 million in the year 2000, that is when your son, who is in school now, father himself.

Ah Chong : That would mean that more food will have to be produced, more schools and ho built and more jobs for the people.

Ali : Do you think we'll have enough of food for everybody? Enough houses and job

Yusef : I don't know. But I understand that we must do something to slow down the i people in this country so that we can provide for all the facilities.

Ali : I don't think I can help. I've eight children already!

(Others laugh)

Ahmad : But Ali you <u>can</u> help. Don't have any more.

(Others laugh again)

Ali : Why has there been such a big increase after the war?

people in this village has increased many times since the war.

I remember before the war this was a small village, now we have 3 schools!

I understand a number of our young boys have left the village for the nearby towns to look for jobs.

My nephew left the village 3 months ago but he is still without a job. With only a Standard VI qualification I think it is not easy to get a job.

At the civics course held for village headmen, I was told that in this country about 47% of the people are below 15 years of age.

That many!

Yes. And there are about 1.5 million pupils in primary schools.

My son told me that in his class in school there are 50 pupils studying in one classroom. Samy, remember, in our days we had only 20 in the class.

I think our country is facing many problems because of the rapid increase of people.

Yes. In Malaysia now there are about 10 million people and it seems that the number will be 25 million in the year 2000, that is when your son, who is in school now, becomes a father himself.

That would mean that more food will have to be produced, more schools and houses to be built and more jobs for the people.

Do you think we'll have enough of food for everybody? Enough houses and jobs?

I don't know. But I understand that we must do something to slow down the increase of people in this country so that we can provide for all the facilities.

I don't think I can help. I've eight children already!

(Others laugh)

But Ali you <u>can</u> help. Don't have any more.

(Others laugh again)

Why has there been such a big increase after the war?

Samy : You see, before the war people gave birth to many children but because of the lack of health and medical facilities many of the children died very young so that the number reaching adulthood was not large. But in the last 10 to 25 years health and medical facilities have been improved so that very few children die. Moreover with the improvement in health and medical facilities people now live longer than before.

Ah Chong : What can we do now?

Yusef : What we must do now is for parents not to have many children. In this way we can give our children the best education and can look after them well.

Ali : How many children must we have then?

Ahmad : That's difficult to say. My doctor said I can have as many as I can look after well. I think I can only look after 3 well.

Yusef : Yes, even two healthy children in a family is better than many unhealthy ones.

Ali : How can you make sure to have only a certain number and not more?

Yusef : I think the family planning clinic near our village can help you plan your family.

Ali : Do I have to pay any fees to see the doctor at the clinic?

Yusef : No. It is all part of the services provided by the National Family Planning Board.

Samy : Well, I think it's time we go home. Goodbye everybody.

Curtain

Content	Teachers' Guide	Pupils' Activit
1. Foods - a basic daily necessity. a) a sufficient quantity of food daily for each member of the family is desirable. Insufficient quantity of food leads to unsatisfied desire for food, tiredness and ill health. b) The quality of food eaten is also important for good health. Protein, which is essential for growth, tends to be dearer. Tendency is for a large family to neglect this important item in their diet. c) The amount of food to be obtained for the family depends on the size of the family: the smaller the family the less the amount to be provided for.	1. The concepts to be taught under this unit are contained in Act 1 (a) and (b) of the Two-Family Play. 2. It is suggested that the teacher arrange for members of the class to perform Act 1 (a) and (b) as shown. Pupils need not learn their lines by heart. They may read from the script. 3. After the play has been performed, teacher is to promote class discussion to enable the children to 'discover' the relevant concepts and develop the desired understandings and attitudes. 4. Class discussion may be carried out as follows: pupils to be asked to narrate in their own words the stories as depicted in Act 1 (a) and (b); teacher to help pupils compare the food situations in the two families, bringing out an understanding of facts and relationship shown in the 'content' column. 5. The teacher may ask and assist in working out the amount the two families spent on food, bearing in mind that the two	1. Selected pupils to act 2. Pupils make oral or wr reports of the play. 3. Pupils to discuss and the problems of food i family. 4. Pupils to narrate in t words and list in thei the differences. 5. Pupils to work out cos (with price lists and mated quantity expecte consumed supplied by t

	Teachers' Guide	Pupils' Activities
ily necessity. antity of food member of the able. In- tity of food sfied desire ness and ill food eaten is for good health. is essential ds to be dearer a large family important item cod to be ob- family depends the family: family the to be provi-	1. The concepts to be taught under this unit are contained in Act 1 (a) and (b) of the Two-Family Play.	1. Selected pupils to act in play.
	2. It is suggested that the teacher arrange for members of the class to perform Act 1 (a) and (b) as shown. Pupils need not learn their lines by heart. They may read from the script.	2. Pupils make oral or written reports of the play.
	3. After the play has been performed, teacher is to promote class discussion to enable the children to 'discover' the relevant concepts and develop the desired understandings and attitudes.	3. Pupils to discuss and locate the problems of food in Ali's family.
	4. Class discussion may be carried out as follows: pupils to be asked to narrate in their own words the stories as depicted in Act 1 (a) and (b); teacher to help pupils compare the food situations in the two families, bringing out an understanding of facts and relationship shown in the 'content' column.	4. Pupils to narrate in their own words and list in their notebooks the differences.
	5. The teacher may ask and assist in working out the amount the two families spent on food, bearing in mind that the two	5. Pupils to work out cost of food (with price lists and the estimated quantity expected to be consumed supplied by the teacher).

Content	Teachers' Guide	Pupils'
	men have similar incomes - to work out the proportion of their income spent on food.	Pupils to wo income spent families.
	6. Show that both fathers love their families, lead pupils to see why Ahmad is more able to provide for his family.	6. Pupils to su
	7. Briefly lead pupils to find out what Ali and his wife intend to do about the size of their family.	7. Discussion o facilities a Ahmad had pl not Ali.
Lesson 2:		
2. Clothing a) Adequate clothing is needed for protection and appearance. b) More members in the family will require a greater outlay for clothes.	1. Select pupils to perform Act II and instruct the rest of the pupils to jot down the problems faced by Mr. Ali and his family in terms of: clothing, living space, and peaceful living.	1. Pupils perfo pupils jot d of the probl and his fami
3. Housing and Living Space a) For healthy living there is a need for sufficient space for rest, living and privacy - adequate facilities such as toilet, air space and ventilation.	2. Teacher to lead discussion by pupils on the points jotted down by them as well as on their recollection of the play.	2. Pupils to re or provide t the problems
	3. Teacher to list, with pupils' assistance, the disadvantages of a big family, in terms of clothing and household facilities.	3. Pupils assis list.

Content	Teachers' Guide	Pupils' Activities
	men have similar incomes - to work out the proportion of their income spent on food.	Pupils to work percentage of income spent on food by both families.
	6. Show that both fathers love their families, lead pupils to see why Ahmad is more able to provide for his family.	6. Pupils to supply the answer.
	7. Briefly lead pupils to find out what Ali and his wife intend to do about the size of their family.	7. Discussion on family planning facilities at the Health Clinic. Ahmad had planned his family but not Ali.
ate clothing is d for protection and rance. nembers in the family require a greater out- or clothes. and Living Space ealthy living there is d for sufficient space est, living and privacy - ate facilities such as t, air space and venti- n.	1. Select pupils to perform Act II and instruct the rest of the pupils to jot down the problems faced by Mr. Ali and his family in terms of: clothing, living space, and peaceful living. 2. Teacher to lead discussion by pupils on the points jotted down by them as well as on their re-collection of the play. 3. Teacher to list, with pupils' assistance, the disadvantages of a big family, in terms of clothing and household facilities.	1. Pupils perform play. Rest of pupils jot down their impressions of the problems faced by Mr. Ali and his family. 2. Pupils to read their own notes or provide their impressions of the problems. 3. Pupils assist teacher with the list.

Content	Teachers' Guide	Pupils' Activi
b) A big family means overcrowding in most instances, sharing of space and facilities - getting in one another's way.	4. Teacher to lead class to surmise what the situation in Mr. Ahmad's house would be like.	4. Pupils to write down orally their opinion the situation would Mr. Ahmad's house.
Lesson 3:		
4. "The family hour": for healthy family life: a) Members of the family need to have time for each other such as the 'quiet hour' in the evening for study; for the discussion and solution of mutual problems; family games and entertainments. b) Big families tend to result in overworked parents who are likely to be too tired to find time for their children and because of the large number of children, time spent on each individual child would be limited. Congestion in the family house tends to result in children spending their time in the neighbourhood - lack of family cohesion.	1. Teacher to select pupils to perform Act III. This act is about life in the small family. 2. Teacher to ask pupils to point out the benefits enjoyed by the members of the small family - such as opportunity for home study, attention of parents on the individual child. 3. The extent to which the teacher will deal with pupils' questions on Family Planning Programmes referred to by both Mr. Ali and Mr. Ahmad will depend on the prevailing attitude of the community. It would be desirable to explain very generally what the Family Planning Programme is about but no mention should be made on the techniques of birth control.	1. Select pupils to per 2. Pupils to narrate th their own words and the benefits enjoyed in Ahmad's family an Ali's family. Pupil reasons for the diff

nt	Teachers' Guide	Pupils' Activities
neans over- ost instances, ace and faci- ing in one .	4. Teacher to lead class to surmise what the situation in Mr. Ahmad's house would be like.	4. Pupils to write down or explain orally their opinions of what the situation would be like in Mr. Ahmad's house.
": for healthy e family need for each other quiet hour' in or study; for n and solution blems; family ertainments. tend to result parents who be too tired for their chil- use of the large ldren, time individual e limited. Con- e family house it in children r time in the - lack of on.	1. Teacher to select pupils to perform Act III. This act is about life in the small family. 2. Teacher to ask pupils to point out the benefits enjoyed by the members of the small family - such as opportunity for home study, attention of parents on the individual child. 3. The extent to which the teacher will deal with pupils' questions on Family Planning Programmes referred to by both Mr. Ali and Mr. Ahmad will depend on the prevailing attitude of the community. It would be desirable to explain very generally what the Family Planning Programme is about but no mention should be made on the techniques of birth control.	1. Select pupils to perform Act III. 2. Pupils to narrate the play in their own words and point out the benefits enjoyed by a child in Ahmad's family and not in Ali's family. Pupils to suggest reasons for the difference.

Content	Teachers' Guide	Pupil
Lesson 4: Revision and consolidation	It is suggested that the teacher conclude this series of lessons by asking the pupils to work from what they have seen from the Play, the advantages of the small family and the disadvantages of the big family in terms of the concepts stated in column 1. It would be desirable if the teacher can go further and ask the pupils to cite other advantages and disadvantages not covered in the Play.	
1. Community facilities for family welfare: Education; Housing; Job opportunities.	Act IV may be staged or read by pupils individually. This Act is aimed at highlighting some effects of family size or community facilities for family welfare. From the conversation in the play the teacher may suggest to the pupils to list what they consider to be the facilities in the community that are important for family welfare. In the play the drop in infant mortality rate is given as a reason for the rapid increase of population in the country. The teacher may also discuss the following figures if he feels the class is able to:	Pupils read Pupils write the communit them. Pupils to wo children in ber of their who are in s - cost of a terms of f transport.

tent	Teachers' Guide	Pupils' Activities
and consolidation	It is suggested that the teacher conclude this series of lessons by asking the pupils to work from what they have seen from the Play, the advantages of the small family and the disadvantages of the big family in terms of the concepts stated in column 1. It would be desirable if the teacher can go further and ask the pupils to cite other advantages and disadvantages not covered in the Play.	
y facilities for elfare: ion; g; portunities.	Act IV may be staged or read by pupils individually. This Act is aimed at highlighting some effects of family size or community facilities for family welfare. From the conversation in the play the teacher may suggest to the pupils to list what they consider to be the facilities in the community that are important for family welfare. In the play the drop in infant mortality rate is given as a reason for the rapid increase of population in the country. The teacher may also discuss the following figures if he feels the class is able to:	Pupils read or enact the play. Pupils write out the facilities in the community which are used by them. Pupils to work out the number of children in their family: the number of their brothers and sisters who are in schools. - cost of a year's schooling, in terms of fees, cost of books, transport.

ontent	Teachers' Guide	Pupils' Activities
	West Malaysia (per 1000 persons) 1947 — 1966 Birth rate 42.9 — 37.3 Death rate 19.4 — 7.6 Natural increase 23.5 — 29.7	- the cost of schooling for 3 and for 8 children per year.
	Malaysia's crude birth rate declined from 42.9 in 1947 to 37.3 in 1966 but the crude death rate declined more rapidly from 19.4 to 7.6 thus enabling the rate of population growth to increase from 2.4% in 1947 to about 3% in 1966. It is our hope that with a vigorous family planning programme the annual rate of population growth will gradually be reduced to 2% by 1985.	Pupils to work out the number of houses that will be needed when Ali's children grow up and contrast it with those required by Ahmad's children.
	It is not necessary to convey all these figures to the pupils. What needs to be achieved is the realization on the part of the pupils that the population increase in the country may be too rapid for the country's resources and development programme. The availability of community facilities such as education and job opportunities affects the welfare of the family and the greater the number of children the greater will be the demand on the facilities.	Pupils to sum up the community facilities that Ali and Ahmad's family will use and to show that Ali will have to spend more on his bigger family.
	It is suggested that the pupils make a study of the available community facilities and see how they are inadequate for the present population and their own families.	

Content	Teachers' Guide	Pupils' A
	In the play reference is again made to the Family Planning Clinic. The purpose is to gradually condition the pupils to the awareness of the availability of the facility in the community. All they need to know is that the size of the family can be determined and the Family Planning Clinic is there to help anyone who wants to plan his family.	

Evaluation:

1. Below is a paragraph summarising the story of the play which you hav
cussed.
Complete the story by filling in the blanks with the correct answers
( ):

Ali has a big family because he has _____ (3, 8) children. A
(3, 8) and his is a _____ (big/small) family. In Ali's house _____
required to feed all the children and Ali finds it _____ (diffi
provide sufficient clothes for his children. Ali finds that the mon
_____ (sufficient/ insufficient) for him to feed and clothe h
On the other hand, in Ahmad's house there is _____ (enough/not
the 3 children because Ahmad has _____ (few/many) children to feed.
earns appears to be _____ (sufficient/insufficient) for him t
family.

2. Read the statements below and indicate with a ✓ in the appropriate
are true or false:

a) The amount of food to be provided in a family depends on the size
( ) true ( ) false

b) A man earning about M$150 a month would be more able to provide n
a small family than for a large family. ( ) true ( ) fa

t	Teachers' Guide	Pupils' Activities
	In the play reference is again made to the Family Planning Clinic. The purpose is to gradually condition the pupils to the awareness of the availability of the facility in the community. All they need to know is that the size of the family can be determined and the Family Planning Clinic is there to help anyone who wants to plan his family.	

1. Below is a paragraph summarising the story of the play which you have seen and discussed.
Complete the story by filling in the blanks with the correct answers from within the ( ):

Ali has a big family because he has _____ (3, 8) children. Ahmad has _____ (3, 8) and his is a _____ (big/small) family. In Ali's house _____ (little/much) is required to feed all the children and Ali finds it _____ (difficult/easy), to provide sufficient clothes for his children. Ali finds that the money he earns is _____ (sufficient/ insufficient) for him to feed and clothe his children well. On the other hand, in Ahmad's house there is _____ (enough/not enough) food for the 3 children because Ahmad has _____ (few/many) children to feed. The money that he earns appears to be _____ (sufficient/insufficient) for him to take care of his family.

2. Read the statements below and indicate with a ✓ in the appropriate ( ) whether they are true or false:

a) The amount of food to be provided in a family depends on the size of the family.
( ) true ( ) false

b) A man earning about M$150 a month would be more able to provide nutritious food for a small family than for a large family. ( ) true ( ) false

c) A father spends as much money on clothes for his children in a family of 6 as in a family of 3. ( ) true ( ) false

d) For healthy and comfortable living there is no need for sufficient space for rest, study and play. ( ) true ( ) false

e) In a two-room house (a small house) a big family means overcrowding in most instances. ( ) true ( ) false

3. Select the phrase you think best completes each statement:

a) I think that there should be (1) many children in a family (2) no children at all in a family (3) a few children only.

b) (1) A family with many children (2) A family with few children – is a happy family because the parents can look after the children well.

c) If I am the father/mother of a family I would like to have

(1) 1 child only

(2) 2 children

(3) 3 children

(4) 4 children

(5) more than 4 children.

Editor's note: The questions in problem 2 may be converted to the completion type, perhaps more effectively.

Type of instructional material: Teachers' Guide

Subject: Social Studies (Unit: Family and Community)

Age group/level: Primary (Upper)

Planning for the Future

Objectives : To assist the pupils to become aware of how an individual's decision affects the welfare of the community and the nation; to come to a de the desired family size; to know the ways by which they can contribu well-being.

Previous learning : For this unit it is assumed that there have been previous units of i with the status and the problems of rapid population growth in the c assumed that the pupils have been exposed to, and made aware of, the the birth rate in the community. This unit will only be concerned w can come to some decision about the planning of their future lives i small family.

Division of the Unit : This unit is divided into 3 sub-units. Each sub-unit may be dealt w lessons. The 3 sub-units are:

I. Need for community action in reducing the rate of popu

II. Individual decision in relation to future family life.

III. Doing one's part in the Community Population Programme

Procedures : This guideline does not attempt to lay down any definite approach or this unit should be taught, but it is strongly suggested that the pu told what decisions to make for themselves. Rather it is suggested be so structured that the pupils 'arrive' at their own decisions. T cher is to assist in 'laying the cards on the table'.

Sub-unit I : Need for community action in reducing the rate of population growth

To be able to see the need for community action in reducing the rate

ructional material: Teachers' Guide

ial Studies (Unit: Family and Community)

el: Primary (Upper)

Planning for the Future

: To assist the pupils to become aware of how an individual's decision on family size affects the welfare of the community and the nation; to come to a decision as regards the desired family size; to know the ways by which they can contribute towards community well-being.

ning : For this unit it is assumed that there have been previous units of instruction which deal with the status and the problems of rapid population growth in the community. It is also assumed that the pupils have been exposed to, and made aware of, the benefits of reducing the birth rate in the community. This unit will only be concerned with how the pupils can come to some decision about the planning of their future lives in the context of a small family.

he : This unit is divided into 3 sub-units. Each sub-unit may be dealt with in one or more lessons. The 3 sub-units are:

I. Need for community action in reducing the rate of population growth.

II. Individual decision in relation to future family life.

III. Doing one's part in the Community Population Programme.

: This guideli does not attempt to lay down any definite approach or sequence by which this unit should be taught, but it is strongly suggested that the pupils should not be told what decisions to make for themselves. Rather it is suggested that the situation be so structured that the pupils 'arrive' at their own decisions. The role of the teacher is to assist in 'laying the cards on the table'.

: Need for community action in reducing the rate of population growth

To be able to see the need for community action in reducing the rate of population it is

: desirable for the pupils to recapitulate what they have studied with regard
population status of the community - its present size, rate of growth; and
in particular the adverse consequences of rapid population growth in the com

The teacher may approach this unit either by

i) Arranging and planning with the pupils a survey of community needs which
result of rapid population growth. However it must be stressed that the
should be confined to community needs which are related to population gr
fore, it may be necessary for the pupils to find out the statistics rega
status of the present population and the increase of population in recen
Attention of the pupils needs to be drawn to the dependency ratio in the
Pupils may then proceed to locate the facilities available in the commun
cularly in terms of education, housing, transport and employment opportu
Pupils can then make out a deficit account of community needs - that is,
that are still lacking in the community. Pupils can then be asked to se
this deficit is the result of the rapid increase in population.

ii) Alternatively, if time is not available, the teacher may supply some or
statistics available regarding population growth in the community as wel
facilities available, so that the pupils themselves can then prepare a '
sheet' of community facilities against number of people.

As this unit is meant only for the primary grades, the teacher should ensure
statistics discussed are simple and presented in the form of simple graphs,
etc.

Sub-unit II : Individual decision in relation to future family size

The purpose of this sub-unit is to assist the pupils to develop an appreciat
desirability of the small family as against the large family now and in the
the pupils can realize that it is to their own advantage as future parents,
to the community, that they have small families then the object of this sub-
achieved.

At the primary level one cannot expect the pupils to make any firm decision
life, which is to them quite remote. What is desirable is for the child to
terms of the small family as the normal and desirable family.

desirable for the pupils to recapitulate what they have studied with regard to: the population status of the community - its present size, rate of growth; and the effects, in particular the adverse consequences of rapid population growth in the community.

The teacher may approach this unit either by

i) Arranging and planning with the pupils a survey of community needs which are the result of rapid population growth. However it must be stressed that the survey should be confined to community needs which are related to population growth. Therefore, it may be necessary for the pupils to find out the statistics regarding the status of the present population and the increase of population in recent decades. Attention of the pupils needs to be drawn to the dependency ratio in the population. Pupils may then proceed to locate the facilities available in the community, particularly in terms of education, housing, transport and employment opportunities. Pupils can then make out a deficit account of community needs - that is, facilities that are still lacking in the community. Pupils can then be asked to see whether this deficit is the result of the rapid increase in population.

ii) Alternatively, if time is not available, the teacher may supply some or all the statistics available regarding population growth in the community as well as the facilities available, so that the pupils themselves can then prepare a 'balance sheet' of community facilities against number of people.

As this unit is meant only for the primary grades, the teacher should ensure that the statistics discussed are simple and presented in the form of simple graphs, diagrams, etc.

Individual decision in relation to future family size

The purpose of this sub-unit is to assist the pupils to develop an appreciation of the desirability of the small family as against the large family now and in the future. If the pupils can realize that it is to their own advantage as future parents, as well as to the community, that they have small families then the object of this sub-unit is achieved.

At the primary level one cannot expect the pupils to make any firm decision yet about their adult life, which is to them quite remote. What is desirable is for the child to think in terms of the small family as the normal and desirable family.

An approach that may be employed to assist the pupils arrive at a deci
the small family is class discussion of the advantages of the small fa
the disadvantages of the large family. The pupils may also examine ho
lation growth in the community has led to the social and economic prob
the community. At this point it may only be necessary for the teacher
on what the pupils have studied in their previous lessons on the probl
growth in the community. The pupils may, with the statistics supplied
work out the average size of the family in the community as well as th
family size.

Sub-unit III : Doing one's part in the Community Population Programme

In order to participate in any community population programme, one nee
the programmes are. Therefore the aim of this sub-unit is to assist t
quire that knowledge of their own community population programme. The
the teacher of how they can participate in those programmes may then b

The teacher may adopt any one of a number of ways to acquaint the pupi
and type of the community population programmes, which in most instanc
extension of the national programmes. For example, the teacher may:
people responsible for such programmes, or arrange visits by the pupil
such programmes are implemented such as the child and maternity clinic
clinics, or show films or posters of such programmes.

After the pupils have acquired an awareness of what the programmes are
teacher is then to explain and discuss with the pupils how and to what
participate in those programme now and as adults later.

It must be emphasized that whatever understanding or appreciation the
out of the discussions and visits they are unlikely to be in any real
cipate. Therefore the teacher should aim at developing in the pupils
attitude towards such programmes and an awareness as to how they can k
up-to-date with such programmes.

An approach that may be employed to assist the pupils arrive at a decision favouring the small family is class discussion of the advantages of the small family as against the disadvantages of the large family. The pupils may also examine how the rapid population growth in the community has led to the social and economic problems existing in the community. At this point it may only be necessary for the teacher to recapitulate on what the pupils have studied in their previous lessons on the problems of population growth in the community. The pupils may, with the statistics supplied by the teacher, work out the average size of the family in the community as well as the two extremes in family size.

: Doing one's part in the Community Population Programme

In order to participate in any community population programme, one needs to know what the programmes are. Therefore the aim of this sub-unit is to assist the pupils to acquire that knowledge of their own community population programme. The explanation by the teacher of how they can participate in those programmes may then be attempted.

The teacher may adopt any one of a number of ways to acquaint the pupils with the nature and type of the community population programmes, which in most instances, would be an extension of the national programmes. For example, the teacher may: arrange talks by people responsible for such programmes, or arrange visits by the pupils to places where such programmes are implemented such as the child and maternity clinics, family planning clinics, or show films or posters of such programmes.

After the pupils have acquired an awareness of what the programmes are, the task of the teacher is then to explain and discuss with the pupils how and to what extent they can participate in those programme now and as adults later.

It must be emphasized that whatever understanding or appreciation the pupils may acquire out of the discussions and visits they are unlikely to be in any real position to participate. Therefore the teacher should aim at developing in the pupils a sympathetic attitude towards such programmes and an awareness as to how they can keep themselves up-to-date with such programmes.

Type of instructional material: Teachers' Guide

Subject: Social Studies (Unit: Family and Community)

Age group/level: Primary (Upper)

1. Quality of life in a family

Syllabus : In the syllabus and teaching outline that follows only tentative suggestions a
Great care should be taken in teaching about the many complex interactions tha
tween family size and quality of life, so that over-simplifications are not ma
have to realize that even the kinds of interactions are sometimes not understo
the extent.

Components of a comfortable family life: adequate provision of basic necessities, like food (nu
sufficient in quantity); clothing (for protection of the body); shelter (hou
quate number of rooms, ventilation, enough living space for every member of th
sufficient lighting); freedom from wants and fears (legitimate independence o
from other families in satisfying the wants of its own members); no aggressio
compulsions.

Relationship between income of the family and availability of basic necessities: given same or
come, how the facilities would be distributed among members of a large family,
family; the effect of distribution of facilities on the members of a large fa
family.

Ways and means of attaining a comfortable family life: family size can be controlled, increasin
of family life; role of children as future parents in limiting family size.

Content	Teacher Activities	Pupil Activit
Components of a comfortable life Life becomes comfortable if needs of people are fulfilled. Different	The basic premise of the teaching methodology for this	The pupils to make a list think are their basic needs

material: Teachers' Guide

es (Unit: Family and Community)

ary (Upper)

1. Quality of life in a family

he syllabus and teaching outline that follows only tentative suggestions are made. t care should be taken in teaching about the many complex interactions that exist be- n family size and quality of life, so that over-simplifications are not made. Pupils to realize that even the kinds of interactions are sometimes not understood, far less extent.

table family life: adequate provision of basic necessities, like food (nutritious and ficient in quantity); clothing (for protection of the body); shelter (house with ade- e number of rooms, ventilation, enough living space for every member of the family, ficient lighting); freedom from wants and fears (legitimate independence of the family other families in satisfying the wants of its own members); no aggression, nor undue ulsions.

ncome of the family and availability of basic necessities: given same or similar in- , how the facilities would be distributed among members of a large family, a small ly; the effect of distribution of facilities on the members of a large family, a small ly.

ining a comfortable family life: family size can be controlled, increasing comforts amily life; role of children as future parents in limiting family size.

	Teacher Activities	Pupil Activities
table life		
ble if needs ed. Different	The basic premise of the teaching methodology for this	The pupils to make a list of what they think are their basic needs. Such lists

Content	Teacher Activities	Pupil Acti
people need different things, but there are a number of necessities considered to be of basic importance for man.	topic should be inductive reasoning. The teacher should give guidance to enable pupil to move towards understanding by continually raising questions.	prepared by differe consolidated and pr leaders in discussi
Food. As an example, every person needs sufficient food to be able to live. The available food should be good in quality and sufficient in quantity. Good food would be balanced and nutritious. Proteins, vitamins etc., should be available in correct proportions. There are international standards of food consumption and the requirements of a family are not difficult to work out. Many Asians do not get enough to eat and hence there are a number of bad effects on health of people. Diseases could be caused by food-deficiency. It is therefore important that each person gets enough to eat.	Specific suggestions: What are the basic necessities of life as viewed by the pupils? A doctor or school nurse could help the pupils understand what is meant by a balanced diet and the effects of malnutrition. Guide pupils to prepare charts and diagrams as recommended.	Preparation of char components of balan tion of calories in munity/ country as national standards Preparation of a li sulting from defici kinds of food.
Clothing. Provision of adequate clothing is another need for man. We wear clothes in order to protect our body against seasonal changes. We need clothes to keep our body warm during extreme winter. Similarly we need to protect ourselves from other climatic conditions not favourable for	Guide discussions on: Why do we wear clothes? (Criteria for selecting clothes). What kind of clothes should one wear during different seasons? Which clothes are better: the costly ones or the clean ones but less costly and simple?	Making a chart abou clothes one should seasons. Collection children of differe ing different cloth clothes are more us cost much or those ly but clean.

ontent	Teacher Activities	Pupil Activities
different things, but number of necessities to be of basic impor- an.	topic should be inductive reasoning. The teacher should give guidance to enable pupil to move towards understanding by continually raising questions.	prepared by different groups may be consolidated and presented by group leaders in discussion.
example, every person cient food to be able he available food ood in quality and in quantity. Good food alanced and nutritious. itamins etc., should e in correct propor- ere are international f food consumption and ements of a family are lt to work out. Many ot get enough to eat here are a number of s on health of people. uld be caused by food- It is therefore impor- ach person gets enough	Specific suggestions: What are the basic necessities of life as viewed by the pupils? A doctor or school nurse could help the pupils understand what is meant by a balanced diet and the effects of malnutrition. Guide pupils to prepare charts and diagrams as recommended.	Preparation of charts indicating the components of balanced diet; consumption of calories in their family/community/ country as compared to international standards of food consumption. Preparation of a list of diseases resulting from deficiency of different kinds of food.
ovision of adequate another need for man. thes in order to pro- dy against seasonal need clothes to keep rm during extreme ilarly we need to pro- ves from other clima- ons not favourable for	Guide discussions on: Why do we wear clothes? (Criteria for selecting clothes). What kind of clothes should one wear during different seasons? Which clothes are better: the costly ones or the clean ones but less costly and simple?	Making a chart about the kinds of clothes one should wear in different seasons. Collection of pictures of children of different countries wearing different clothes. Debate on which clothes are more useful: those that cost much or those that are less costly but clean.

Content	Teacher Activities	Pupil Activities
us. Clothes are also worn for decorative purposes. Although it is not necessary to have very costly clothes, it is important that these should be clean helpful in maintaining good health. Dirty and insufficient clothes can result in development of diseases.		
Shelter. Another important need of people is to have good shelter. A house should be available for all families. The house should be spacious enough to provide healthful living to the family. The number of rooms should be according to requirements of the family. If the children go to school, it is important that the house provides room for independent study without interruption. The living space should be reasonable for every member of the family. The rooms should not be dark and dingy. Sunlight should find its way in the rooms. The lighting arrangement should be such that it does not adversely affect the eyesight. Another important requirement is adequate ventilation.	Help pupils understand, through their description of different houses which have different patterns of construction. that there is no one pattern of house building. Bring in, if possible, a town planner to explain about how much living space, light etc. a house should have. This must be related to the size of the family. Emphasize through questioning that a big family needs a big house and that overcrowding in a house is not healthful. Relate, wherever possible, the contents of this unit with those of others in other subject areas.	Different pupils describe they live in. Collect pho houses of people in diffe nities and other countrie Visit a town planner's of about the criteria of a g Interview a doctor about insufficient light arrang inadequate living space a Survey the houses in the determine what percentage be called good in terms o veloped by the pupils.
Freedom. Besides the necessities of life mentioned earlier, there are other needs of human beings. Every man should have reasonable freedom to act. He should have freedom from undue fears and compulsions.	Guide discussion of pupils on how freedom may be limited in a big family, and how it may increase in a small family. Avoid over-generalizations and over-simplifications. The opposite may also	Discussion on the topic: ly put more limits on ind than a small one? Who qu the members of a big fami a small one?

nt	Teacher Activities	Pupil Activities
also worn for deco- . Although it is not ve very costly clothes, that these should be n maintaining good nd insufficient clothes evelopment of diseases.		
important need of pec- ood shelter. A house able for all families. d be spacious enough thful living to the ber of rooms should be uirements of the fami- ldren go to school, it nt the house provides ndent study without e living space should r every member of the s should not be dark ght should find its . The lighting arrange- uch that it does not the eyesight. Another ement is adequate ven-	Help pupils understand, through their description of different houses which have different patterns of construction, that there is no one pattern of house building. Bring in, if possible, a town planner to explain about how much living space, light etc. a house should have. This must be related to the size of the family. Emphasize through questioning that a big family needs a big house and that overcrowding in a house is not healthful. Relate, wherever possible, the contents of this unit with those of others in other subject areas.	Different pupils describe the houses they live in. Collect photographs of houses of people in different communities and other countries in the world. Visit a town planner's office to ask about the criteria of a good house. Interview a doctor about the effect of insufficient light arrangements and of inadequate living space and ventilation. Survey the houses in the community to determine what percentage of houses can be called good in terms of criteria developed by the pupils.
the necessities of arlier, there are uman beings. Every reasonable freedom d have freedom from un- mpulsions.	Guide discussion of pupils on how freedom may be limited in a big family, and how it may increase in a small family. Avoid over-generalizations and over-simplifications. The opposite may also	Discussion on the topic: Does a big family put more limits on individual freedom than a small one? Who quarrel more - the members of a big family or those of a small one?

Content	Teacher Activities	Pupil Activiti
	be true - members of large families may well have more freedom.	
Relationship between family income and availability of necessities. If the income of the family is sizeable each family member may get the basic necessities. If, on the other hand, the family income is less, the basic necessities of life become difficult to provide.	The teacher would find it more advisable to relate the contents of column 1 with Mathematics. Exercises on distribution of necessities to members of a big and a small family (earning the same amount) should be helpful in conveying the concepts more meaningfully.	Doing the sums, such a big family earning brought 5 bananas fo How much of bananas get? A father earni 12 toffees for his 3 many toffees would e
Family size is closely related to distribution of basic necessities among the family members. If the family is big, the income has to be distributed among many people. If the family size is small, the same income will be distributed among fewer members and hence, with the same income, a small family can live more comfortably than a large family. We can, therefore, say that in general the small family enjoys more comforts of life as compared to a large-size family earning the same income. In a small family, the parents can provide more and better food, clothing, living space and other facilities for their children. By comparison, a big family with the same or similar income as that of a small	The teacher may draw homely examples to enable pupils to understand that given same or similar income a small family can enjoy more comforts of life as compared to a large family. The pupils should be helped to draw this conclusion for themselves.	Each child needs 8 o How much milk would 8 persons need. How be needed for a smal 3 children. Which fa more money?

nt	Teacher Activities	Pupil Activities
	be true - members of large families may well have more freedom.	
ween family income ty of necessities. of the family is family member may necessities. If, and, the family in- the basic necessi- ecome difficult to	The teacher would find it more advisable to relate the contents of column 1 with Mathematics. Exercises on distribution of necessities to members of a big and a small family (earning the same amount) should be helpful in conveying the concepts more meaningfully.	Doing the sums, such as: A father in a big family earning Rs.200 p.m. brought 5 bananas for his 10 children. How much of bananas would each child get? A father earning Rs.200 brought 12 toffees for his 3 children. How many toffees would each child get?
closely related to f basic necessities ly members. If the the income has to among many people. size is small, the ll be distributed mbers and hence. income, a small fa- more comfortably amily. We can, that in general ly enjoys more com- as compared to a ily earning the n a small family, n provide more and lothing, living r facilities for . By comparison, a n the same or simi- that of a small	The teacher may draw homely examples to enable pupils to understand that given same or similar income a small family can enjoy more comforts of life as compared to a large family. The pupils should be helped to draw this conclusion for themselves.	Each child needs 8 oz. milk every day. How much milk would a big family of 8 persons need. How much milk would be needed for a small family having 3 children. Which family can save more money?

Content	Teacher Activities	Pupil Activiti
family, the facilities available are insufficient and hence the standard of life is not as high as that of a small family.		
How to achieve comfortable family living. Not long ago, many people were not aware that family size can be controlled. It is possible to have as many children as the parents want. It is possible to have fewer children and to keep the family size small. The children of today will grow up. They will marry and become parents. It is important for the children of today to be aware of the problems of large families, in the interest of their own welfare and of the welfare of their nation.	The teacher should focus on what the children of today can do towards a more comfortable life for their children. The approach should be such as to suggest constructive steps which the children could take when they grow up. Resentment against parents should not be allowed to develop as a consequence of the realization of the need to limit the family size.	Make a list of items th the family life more co timating the cost of it work out the total mone making family life more If the income of a big family is the same, whc things and live a more life? Discussion on what shou of a family for comfort Interview parents of a then a small family abc tages and disadvantages ly/small family. In small groups make a tages of having a small sent this list to the c What can the children c make family life more c they grow up and become

Assignment/ Evaluation : 1. In a small family, the children are likely to have more food and more an compared with a big family having the same income. (True/False)

2. Family size can be controlled if the parents wish so. (True/False)

	Teacher Activities	Pupil Activities
ities available nd hence the s not as high as amily.		
ortable family ago, many people at family size . It is possible nildren as the s possible to en and to keep nall. oday will grow ry and become portant for the to be aware of arge families, r their own wel- elfare of their	The teacher should focus on what the children of today can do towards a more comfortable life for their children. The approach should be such as to suggest constructive steps which the children could take when they grow up. Resentment against parents should not be allowed to develop as a consequence of the realization of the need to limit the family size.	Make a list of items that would make the family life more comfortable. Estimating the cost of items you need, work out the total money needed for making family life more comfortable. If the income of a big and of a small family is the same, who can buy more things and live a more comfortable life? Discussion on what should be the size of a family for comfortable life. Interview parents of a big family and then a small family about the advantages and disadvantages of a big family/small family. In small groups make a list of advantages of having a small family. Present this list to the class. What can the children of today do to make family life more comfortable when they grow up and become parents?

. In a small family, the children are likely to have more food and more and better clothes compared with a big family having the same income. (True/False)

. Family size can be controlled if the parents wish so. (True/False)

3. The children of primary school will not be able to do anything to improv life when they grow up. (True/False)

4. Nobody can limit the size of the family. (True/False)

5. When you grow up, what can you do to improve the quality of life in your

6. What are the advantages of having a small family?

2. Socio-cultural Consequences of Population Growth

Content	Teacher Activities	Pupil Activ
In some countries of Asia, the number of children and adolescents has outgrown or will soon outgrow other sectors of population. There is, thus, in some countries, a preponderance of teenage and young population. In such a situation it becomes difficult for the parents to support them adequately. Since the parents have to work to earn a living for their children, most of the parents do not find enough time to supervise the activities of their children. When children are left unattended, they are likely to develop undesirable habits. This is one reason why delinquency is on the increase, especially in urban areas. In many Asian countries about half of the children do not go to school. As such they do not learn the	Bring in the report of the last Census, and make available to pupils the data about the percentage of children below 16 years of age. Give pupils an idea of the rate of population growth, and assuming different rates of population growth, help them estimate the current situation about distribution of population in different age groups. Help pupils collect data on the basis of their families as to the approximate number of dependents on elders. Give them an idea of projection of population in different age groups by doing simple sums.	Study the Census Re age-sex pyramid of basis of data about construct one for yo Ask fellow pupils a teenage dependents, late the average nu per elders. Following the above kind of family has the small or the bi How many people in educated? Interview some commu what they think are literacy in your co about remedies, etc why delinquency and lems are increasing

3. The children of primary school will not be able to do anything to improve the quality of life when they grow up. (True/False)

4. Nobody can limit the size of the family. (True/False)

5. When you grow up, what can you do to improve the quality of life in your family?

6. What are the advantages of having a small family?

---

2. Socio-cultural Consequences of Population Growth

Content	Teacher Activities	Pupil Activities
ies of Asia, the number d adolescents has out- soon outgrow other ulation. There is, countries, a preponde- ge and young population. ation it becomes diffi- arents to support them nce the parents have to living for their chil- the parents do not find supervise the activi- children. When children ended, they are likely esirable habits. This why delinquency is on especially in urban countries about half n do not go to school. o not learn the	Bring in the report of the last Census, and make available to pupils the data about the per- centage of children below 16 years of age. Give pupils an idea of the rate of population growth, and assu- ming different rates of popula- tion growth, help them estimate the current situation about distribution of population in different age groups. Help pupils collect data on the basis of their families as to the approximate number of depen- dents on elders. Give them an idea of projection of population in different age groups by doing simple sums.	Study the Census Report especially the age-sex pyramid of the country. On the basis of data about your community, construct one for your community. Ask fellow pupils about the number of teenage dependents, elders, and calcu- late the average number of dependents per elders. Following the above calculation which kind of family has less dependents: the small or the big? How many people in your community are educated? Interview some community members about what they think are the causes of low literacy in your communities. Ask them about remedies, etc. Also find out why delinquency and other social prob- lems are increasing.

Contents	Teacher Activities	Pupil Activities
patterns of good behaviour. They often do not have a gainful occupation. Delinquency is a disease of the society. With increasing population, this disease is also on the increase and is proving to be very harmful for the peace of the communities in particular, and the society in general. In recent years, science has contributed enormously to development and progress. In the face of modern knowledge, some of the traditional beliefs are being questioned, especially by the younger generation. Many of them are facing dilemmas about traditional morals. With insufficient opportunities for the pursuit of education, millions now growing up are not being adequately exposed to a moral code or a suitable education. As a result, conflicting values are being preached and acted upon by many people. Such circumstances give rise to many problems for society. The occurrences like theft, quarrels, social conflict, disturb the peace of the community. If educated people do not take adequate steps and the population keeps on growing at a high rate, these social problems can be very dangerous to community life.	Guide interviews by pupils of some members of the community about the causes of low literacy; high rates of delinquency; increased quantum of social problems, etc. Guide interview with parents of illiterate children about why they don't or can't send their children to school. Collect stories about conflicting moral values preached in the community. Guide interviews with police officers, social workers etc. about the causes of increasing delinquency/crime. Help to pinpoint social problems in the community as viewed by them. Guide discussion on measures to solve these problems.	Discuss measures to impr life, in the light of in ducted and prepare a wri What new discoveries of changed life in the comm view parents of illitera about why they don't or their children to school Define what you mean by in the community. Discussion on common soci of the community. Interview police officers social workers about what are the main causes of th problems. Write an essay on what yo bothers you in the commu On the basis of your writ what can be done to solve problems.

ntents	Teacher Activities	Pupil Activities
behaviour. They of- gainful occupation. disease of the so- reasing population, lso on the increase be very harmful the communities in he society in science has con- ly to development the face of modern f the traditional questioned, es- ounger generation. facing dilemmas morals. With in- unities for the ion, millions now t being adequate- oral code or a n. As a result, s are being d upon by many umstances give lems for society. ike theft, quar- lict, disturb the unity. If educated e adequate steps n keeps on growing hese social prob- dangerous to com-	Guide interviews by pupils of some members of the community about the causes of low literacy; high rates of delinquency; increased quantum of social problems, etc. Guide interview with parents of illiterate children about why they don't or can't send their children to school. Collect stories about conflicting moral values preached in the community. Guide interviews with police officers, social workers etc. about the causes of increasing delinquency/crime. Help to pinpoint social problems in the community as viewed by them. Guide discussion on measures to solve these problems.	Discuss measures to improve community life, in the light of interviews conducted and prepare a written report. What new discoveries of science have changed life in the community. Interview parents of illiterate children about why they don't or can't send their children to school. Define what you mean by good behaviour in the community. Discussion on common social problems of the community. Interview police officers, magistrates, social workers about what they think are the main causes of the social problems. Write an essay on what you think bothers you in the community. On the basis of your writing discuss what can be done to solve these problems.

Type of instructional material: Teachers' Guide

Subject : Social Studies (Unit: Family and Community)

Age group/level: Primary (Upper)

Effects of rapid population growth on the community (Philippines)

Introduction : The world population in 1965 totalled 3.3 billion and the present rate of cent per year. If this trend continues, according to projections of the U tion would more than double, reaching 7.4 billion by the year 2000.

The Philippines is one of the developing nations of Asia which has a very growth rate. According to the 1970 census, its population is 37.7 millio 6th among Asian countries in population size and 15th in world population. by an estimated 3.5 per cent per year. The rise poses a serious problem t and a challenge to every Filipino.

It is therefore very important that something be done to develop an awaren tion situation in order that they may be influenced to plan the number of accordingly. It is for this purpose that this unit on population educatio integration in social studies in order to provide the pupils an insight in population and make them realize its impact on their lives. This may conv advantages in having small families so that when they grow up they will be have few children.

Since the patterns of interaction between rapid population growth and the complex, care should be taken not to make over-simplified deductions and c pupils have to recognize that in several instances even the manner of inte known, far from the extent of interaction.

Objectives : Develop an understanding of simple demographic terms (population growth, b rate, migration, immigration, emigration); causes of population growth in effects of rapid population growth on the community services and living co

Develop the ability to discuss intelligently the population growth of one' causes; observe existing conditions in one's community; explain relationsh

ructional material: Teachers' Guide

ocial Studies (Unit: Family and Community)

vel: Primary (Upper)

Effects of rapid population growth on the community (Philippines)

: The world population in 1965 totalled 3.3 billion and the present rate of increase is 2 per cent per year. If this trend continues, according to projections of the UN, world population would more than double, reaching 7.4 billion by the year 2000.

The Philippines is one of the developing nations of Asia which has a very high population growth rate. According to the 1970 census, its population is 37.7 million people. It ranks 6th among Asian countries in population size and 15th in world population. It is increasing by an estimated 3.5 per cent per year. The rise poses a serious problem to the Government and a challenge to every Filipino.

It is therefore very important that something be done to develop an awareness of the population situation in order that they may be influenced to plan the number of their children accordingly. It is for this purpose that this unit on population education is proposed for integration in social studies in order to provide the pupils an insight into the problem of population and make them realize its impact on their lives. This may convince them of the advantages in having small families so that when they grow up they will be influenced to have few children.

Since the patterns of interaction between rapid population growth and the community are very complex, care should be taken not to make over-simplified deductions and conclusions. The pupils have to recognize that in several instances even the manner of interaction may not be known, far from the extent of interaction.

: Develop an understanding of simple demographic terms (population growth, birth-rate, death-rate, migration, immigration, emigration); causes of population growth in the community; effects of rapid population growth on the community services and living conditions.

Develop the ability to discuss intelligently the population growth of one's town and its causes; observe existing conditions in one's community; explain relationships between cause

and effect of over-population; gather and analyze relevant data and information interpret simple charts, tables, and graphs.

Develop a positive attitude toward the need for rational demographic decisions; the advantages of planning for a small family.

Syllabus : 1. Meaning of simple demographic terms such as population growth, births, death tion.

2. Causes of population growth (excess of births over deaths, immigration over

3. Effect of rapid population growth on the age structure of the population (mo

4. Impact of rapid population growth on the income of the community (the bulk o is used for maintaining present services and some to increase the quantity o to meet the needs of the growing population; consequently no savings can be for the improvement of these services).

5. Effect of rapid population growth on the facilities of the community: Housin overcrowding because of the shortage of living space. Higher housing costs constructing a house and paying of rentals result. Health and sanitation fa Water supply becomes scanty, drainage, refuse and waste disposal problems in medical facilities are inadequate. Transportation: Facilities deteriorate a adequate. Education: Classes are overcrowded and textbooks and other instru rials are inadequate. Jobs: More people will need more jobs and unless new opened for them, unemployment will be a serious problem.

Rapid population growth can be restrained by mutual and concerted planning for

Activities : 1. Display drawn pictures and cut outs from magazines and newspapers showing ef over-population such as crowded houses, slum districts, overcrowded buses ..

2. Post simple charts, tables and other visual aids showing some demographic inf such as the following: number of babies being born per day in the country, d and deaths, population growth of the country.

3. Call attention to the displays and arouse pupils' interest in the pictures b What do you observe about the number of people in these pictures? What kind do these communities have, thick or sparse? Why do you think so? What inco these people bear in their crowded homes? In the crowded conveyances? etc.

nd effect of over-population; gather and analyze relevant data and information; read and
.terpret simple charts, tables, and graphs.

evelop a positive attitude toward the need for rational demographic decisions; appreciate
.e advantages of planning for a small family.

Meaning of simple demographic terms such as population growth, births, deaths, immigration.

Causes of population growth (excess of births over deaths, immigration over emigration).

Effect of rapid population growth on the age structure of the population (more dependents).

Impact of rapid population growth on the income of the community (the bulk of the income is used for maintaining present services and some to increase the quantity of services to meet the needs of the growing population; consequently no savings can be accumulated for the improvement of these services).

Effect of rapid population growth on the facilities of the community: Housing: There is overcrowding because of the shortage of living space. Higher housing costs in terms of constructing a house and paying of rentals result. Health and sanitation facilities: Water supply becomes scanty, drainage, refuse and waste disposal problems increase, medical facilities are inadequate. Transportation: Facilities deteriorate and are inadequate. Education: Classes are overcrowded and textbooks and other instructional materials are inadequate. Jobs: More people will need more jobs and unless new jobs are opened for them, unemployment will be a serious problem.

apid population growth can be restrained by mutual and concerted planning for a small family.

Display drawn pictures and cut outs from magazines and newspapers showing effects of over-population such as crowded houses, slum districts, overcrowded buses ...

Post simple charts, tables and other visual aids showing some demographic information such as the following: number of babies being born per day in the country, daily births and deaths, population growth of the country.

Call attention to the displays and arouse pupils' interest in the pictures by asking: What do you observe about the number of people in these pictures? What kind of population do these communities have, thick or sparse? Why do you think so? What inconveniences do these people bear in their crowded homes? In the crowded conveyances? etc.

4. Present the tables showing the population growth of the Philippines. Have pupils compare the births and deaths. Point out the fact that this means a very rapid growth rate and that it is increasing.

5. Guide the pupils to hypothesize about why the nation must be concerned about over-population.

6. Discuss the causes of population growth. At this level they are expected to have an understanding of simple demographic terms such as *population explosion, births, deaths, immigration, emigration.*

7. Have pupils investigate the population data of the town and discuss the number and changes of births and deaths from 1950 to the present.

8. Invite a resource person from local government to talk on the local budget e.g. for schools, for salaries, for medical services.

9. Have a discussion on how the local income is spent for the needs of the community, make them realize that: there is a relationship between the income of the town and the kind of services it can give; the income usually does not increase as fast as the population growth.

10. Plan a field trip around the community in order to make a survey of its conditions and needs. Before the trip, help the class raise questions on what they want to observe.

11. Have the pupils report and discuss their observations.

12. Lead the pupils to draw conclusions on the relationship between rapid population growth and the community services.

13. Ask the class to make predictions regarding the following if the population continues to increase rapidly and the income does not increase correspondingly: availability of land for housing and cultivation; school, health and medical facilities; employment.

14. Guide the class to generalize on the effects of rapid population growth on the living conditions of the people.

15. Assist them to realize what they can do as future parents in order not to contribute to population explosion. At this stage, class discussion on the desirable number of children may be held.

Assignment/ Evaluation : 1. The population of one's town is

a) not included in the total population of the country.
b) added to the total population of the country.
c) part of the total population of the country.

2. To accommodate a dense population, this may happen to the community.

a) Slum districts will be removed.
b) Farming lands may be converted into housing areas.
c) There will be no more commercial districts.

3. Which condition will result in a comfortable life for the community?

a) The income is enough only to maintain the present services.
b) The income cannot pay for the needs of the community.
c) There is some money left from the income.

4. Questionnaire

If possible prepare the forms before hand. Otherwise, write the items on the board and have the pupils write the answers on their papers. This may help determine whether the unit has made an impact on their decisions regarding family size:

a. Name . . . . . .

b. Number of sisters living . . . . . .

c. Number of brothers living . . . . . .

d. What do you think is the best number of children in the family . . . . . ?

e. When you become a parent, how many children do you plan to have . . . . . ? Give your reasons.

6. Have the pupils write one or more paragraphs on: "The possible consequences of rapid population growth on the community".

Type of instructional material: Teachers' Guide

Subject: Population Education

Age group/level: Secondary (Lower)

Population growth and quality of life
(Population policies and programmes in Indonesia)

Introduction : The problem of population is almost as old as the history of mankind. Eve
B.C., Plato observed that his world was getting too crowded. But not unti
duced his view on the almost fatal consequences of rapid population increa
the slower pace of economic growth was the world really made aware of the
the problem.

This situation apparently was not limited to the Western world. In the Ea
too, the problem was pointed out by Confucius, who had already begun to pos
proportion between land and population. To him, any major deviation from
would create disaster or poverty.

Throughout history, man invented better ways of making life more comfortab
progress and technological advances contributed to a considerable extent t
to enjoy healthier and longer life. These factors contributed directly to
crease of population. Better medical care and improved nutrition were amo
factors responsible for considerably reducing the death rate while at the
taining the high birth rate.

In certain cases, such as in Indonesia today, the imbalance between death
is quite large. This situation has serious consequences in almost every a
be it economic, cultural, social, political etc. Today, everywhere, the s
quences that will follow, if the present rate of increase is to persist, a
be understood. To overcome this problem, positive measures must be taken.
must have as their ultimate goals the balance between population and resou
tween population growth and socio-economic development.

Various disciplines are concerned with population, studying its growth, it
economic development, the sociology of population dynamics, etc. Demograp
civics, biology, ecology, history, are among those primarily interested in
pects of this problem.

tional material: Teachers' Guide

ation Education

: Secondary (Lower)

Population growth and quality of life
(Population policies and programmes in Indonesia)

: The problem of population is almost as old as the history of mankind. Even in about 400 B.C., Plato observed that his world was getting too crowded. But not until Malthus introduced his view on the almost fatal consequences of rapid population increase compared to the slower pace of economic growth was the world really made aware of the magnitude of the problem.

This situation apparently was not limited to the Western world. In the Eastern Hemisphere too, the problem was pointed out by Confucius, who had already begun to postulate an ideal proportion between land and population. To him, any major deviation from this proportion would create disaster or poverty.

Throughout history, man invented better ways of making life more comfortable. Scientific progress and technological advances contributed to a considerable extent to enabling man to enjoy healthier and longer life. These factors contributed directly to the rapid increase of population. Better medical care and improved nutrition were among the various factors responsible for considerably reducing the death rate while at the same time maintaining the high birth rate.

In certain cases, such as in Indonesia today, the imbalance between death and birth rates is quite large. This situation has serious consequences in almost every aspect of life, be it economic, cultural, social, political etc. Today, everywhere, the serious consequences that will follow, if the present rate of increase is to persist, are beginning to be understood. To overcome this problem, positive measures must be taken. These measures must have as their ultimate goals the balance between population and resources, and between population growth and socio-economic development.

Various disciplines are concerned with population, studying its growth, its relation to economic development, the sociology of population dynamics, etc. Demography, economics, civics, biology, ecology, history, are among those primarily interested in significant aspects of this problem.

Other than research, however, too little attention has been given to the problem of population growth. None of these traditional disciplines has - so far - explicitly put forward population education as imperative in its programme. Indeed, there are a number of difficulties to be encountered should one try to create a new and separate discipline. Nonetheless, there is growing awareness of the value of accelerating a population stabilization programme through education. Therefore, another alternative needs to be considered.

One of the possible solutions is to identify basic elements to be "plugged in" to various traditional school subject. One idea of such an approach is to introduce population education quietly; avoiding opposition as much as possible. It is important that all young people understand as soon as possible the real significance of the population explosion. There is a pressing need to influence the reproductive behaviour of people, that is to provide strong motivation and to cultivate favourable attitudes toward reducing the birth rate. This need is now being felt in Indonesia, and the Indonesian Government has propounded a policy on control of population growth.

The population problem is complex. It is closely interrelated with various aspects of human life. Therefore every attempt to study this problem should clearly bear in mind the interrelatedness of the various disciplines dealing with the study of men and their environment. For this reason, the introduction of population problems to pupils at the lower secondary level may best be executed by the use of the unit approach.

Through this unit of population study, the teacher will develop further details as well as instructional plans. The success of this pattern depends to a large extent on the ability of the teacher to generate specific operational objectives as derived from the general objectives proposed in this unit. The success will of course further be determined on the skills of the teacher in employing relevant methods of teaching, and using appropriate evaluation techniques.

There are several considerations such as the level of pupils' maturity and the urgency of the content selected that the teacher should firmly keep in mind when breaking down the unit into the detailed lesson plans. The methods indicated here are merely suggestive; The procedures put forward in this unit are intended as a general guide to teachers. There is room for flexibility, and individual interpretation is left to the teacher who has to make the final decisions based on the specific situation.

Objectives	Content / Methods
1. To understand the significance of the historical changes from the limited concept of population welfare to the global concern about population control (a change from the 'historical' view of family planning as a form of health care to its role within a socio-economic development context).	1. Most if not all, of the existing bodies, agencies as mentioned in the contents concerning objective mother and child welfare problems and activities. 2. The main problem of population control is to attai between population and resources and between popul economic development. 3. Why a balance? Comparison between the Indonesian two different periods of time, namely - the popula 1961 and the situation in 1969. When will it be doubled? Population characteristi distribution of population; the effect of concentr tion in Java and the urban area; birth-rate and de relation to the rapid population growth; dependenc capita income. 4. Simple comparison with neighbouring countries, e.g Japan. (Methods: Lecture-discussion; Interview with mothers learning; Assignment and project methods).
2. To understand the functions and status of existing bodies, institutions and agencies concerned with population control and related problems.	1. Name: *Mother and Child Health Center* Function: To provide guidance on taking care of ch ly babies, and how to provide better living during pregnancy - maternal period. Status: Government. 2. Name: *National Co-ordinating Board of Family and C* Function: Participate in formulating general polic the needs of the child, physical as well as mental, development of his personality; effective co-operat

...jectives	Content / Methods
...i the significance of ...il changes from the ...pt of population wel- ...lobal concern about ...ntrol (a change from ...al' view of family ... form of health care ...ithin a socio-eco- ...ment context).	1. Most if not all, of the existing bodies, agencies and institutions, as mentioned in the contents concerning objective No.2, deal with mother and child welfare problems and activities. 2. The main problem of population control is to attain ideal harmony between population and resources and between population growth and economic development. 3. Why a balance? Comparison between the Indonesian population in the two different periods of time, namely - the population situation in 1961 and the situation in 1969. When will it be doubled? Population characteristics of Indonesia: distribution of population; the effect of concentration of population in Java and the urban area; birth-rate and death-rate, its relation to the rapid population growth; dependency ratio; per-capita income. 4. Simple comparison with neighbouring countries, e.g. Philippines, Japan. (Methods: Lecture-discussion; Interview with mothers; Simulation learning; Assignment and project methods).
... the functions and ...isting bodies, insti- ...gencies concerned ...on control and rela-	1. Name: *Mother and Child Health Center* Function: To provide guidance on taking care of children, especially babies, and how to provide better living during the period of pregnancy - maternal period. Status: Government. 2. Name: *National Co-ordinating Board of Family and Child Welfare* Function: Participate in formulating general policies on meeting the needs of the child, physical as well as mental, to ensure the development of his personality; effective co-operation with various

Objectives	Content / Methods
	ministries and private organizations in the field of family welfare; formulate constitutions as was assigned by the Ministry of Social Welfare. Status: Government. 3. Name: *Indonesian Planned Parenthood Association* Function: Administrative and policy guidance for national training centre and 6 provincial training centres; development of field practice; demonstration areas; implementation of a field workshop programme. Status: Private. 4. Name: *National Family Planning Co-ordinating Body* Function: Overall programme co-ordination and planning; development of national family planning policies; co-ordinate foreign and domestic financial commodity, advisory and training inputs. Status: Government. 5. Name: *Tjikini Foundation* Function: Concerned with family planning programmes and population education programmes. Status: Private. 6. Name: *Institute of Population Education, IKIP, Bandung* Function: To render service in population problems; training of specialized population workers; production and dissemination of printed materials; conducting research on various aspects of population education such as motivation, efficiency of programme implementation, establish a clearing house for exchange of ideas and information. (Methods: Lecture-discussion; Use of resource persons; Visit institutions, bodies and agencies; demonstration).

Objectives	Content / Methods
3. To understand contemporary national policy and programmes towards population.	1. *Five Year Development Plan,* Indonesia, Chapter XI Planning Programme). 2. *Five Year Development Plan,* Indonesia, Chapter XI transmigration). 3. The types of problems most likely to be found in areas. 4. Each particular situation requires certain types ment from every member of society. 5. The problem arising from over-population requires life adjustment, quite different from the life pa by a situation of under-population. (Methods: Visits to clinics; operations building fo planning; discussion; socio-drama).
4. To develop a desire to co-operate with the different agencies, government and private, promoting population control.	1. Different agencies have different targets and res 2. Agencies cannot do much without positive support 3. Each member of the society can do an important jo with and contributing to the different agencies i lation control. (Methods: As above).
5. To support government policy and programmes on population control and population education.	1. Demographic characteristics of Indonesia today nee attention due to the rapid increase of population.

Objectives	Content / Methods
ınd contemporary national programmes towards	1. *Five Year Development Plan*, Indonesia, Chapter XI (on Family Planning Programme). 2. *Five Year Development Plan*, Indonesia, Chapter XIV (on migration/ transmigration). 3. The types of problems most likely to be found in under-populated areas. 4. Each particular situation requires certain types of life adjustment from every member of society. 5. The problem arising from over-population requires other types of life adjustment, quite different from the life pattern required by a situation of under-population. (Methods: Visits to clinics; operations building for development planning; discussion; socio-drama).
a desire to co-operate fferent agencies, and private, promoting control.	1. Different agencies have different targets and responsibilities. 2. Agencies cannot do much without positive support from the society. 3. Each member of the society can do an important job by co-operating with and contributing to the different agencies in promoting population control. (Methods: As above).
government policy and n population control ion education.	1. Demographic characteristics of Indonesia today need special attention due to the rapid increase of population.

Objectives	Content / Methods
	2. Educational opportunities are limited. Indonesian manpower is poorly developed and rather unproductive. 3. Ability to produce more food to feed the ever-increasing population is lagging behind, causing serious problems in development. 4. The Government has made a firm decision to remedy the situation, as shown in the overall development plan which calls for the support of every citizen. 5. To enable the Government to plan and execute population policy, research efforts have to be made and more detailed statistical data have to be provided. (Methods: Lecture-discussion).

Type of instructional material: Teachers' Guide

Subject: Social Studies (Unit: Population)

Age group/level: Secondary (Lower)

The impact of rapid population growth on the socio-cultural life of the peo

Objectives : To develop an understanding of the possible implications of poor-quality social, cultural and economic life of the people; the possible adverse c pid population growth to quality in education. To develop skills in col sing, analysing and interpreting data related to population, school enro budgets; how to interview people and conduct surveys. To develop an app importance of education and its value in promoting a better quality of l limit population growth in order to improve quality in education (in the Philippines).

Content : 1. Meaning of rapid population growth; how growth-rate is derived: with tion in the Philippines of 36 million and an annual growth-rate of 3.5% bies added to the population every year, what the population will be in ber of years it will take to double the population.

2. The present education situation in the country - free compulsory publ cation and its results, percentage of literacy, level of educational att rage Filipino; data on the total population of elementary-school-age chi also data on the elementary school enrolment for the last seven years; (municipal, provincial or national level); the percentage of children in school and reasons for not attending school; comparison of Grade I enrol earlier with the present Grade VI enrolment who are to finish this schoo age of dropouts, reasons for dropout.

3. Rapid population growth gives rise to several education problems such that arise when there are more pupils seeking enrolment than can be acco classroom, when there are not enough teachers hired by the government to are not enough funds to buy books or revise outdated curriculum guides; dren of a family are sent to school at the same time. Possible consequen population growth on the quantity and quality of education - low level o

ctional material: Teachers' Guide

al Studies (Unit: Population)

: Secondary (Lower)

The impact of rapid population growth on the socio-cultural life of the people

: To develop an understanding of the possible implications of poor-quality education on the social, cultural and economic life of the people; the possible adverse contribution of rapid population growth to quality in education. To develop skills in collecting, symbolising, analysing and interpreting data related to population, school enrolment and school budgets; how to interview people and conduct surveys. To develop an appreciation of the importance of education and its value in promoting a better quality of life; the need to limit population growth in order to improve quality in education (in the context of the Philippines).

: 1. Meaning of rapid population growth; how growth-rate is derived: with a present population in the Philippines of 36 million and an annual growth-rate of 3.5% the number of babies added to the population every year, what the population will be in 10 years; the number of years it will take to double the population.

2. The present education situation in the country - free compulsory public elementary education and its results, percentage of literacy, level of educational attainment of the average Filipino; data on the total population of elementary-school-age children (7-12) and also data on the elementary school enrolment for the last seven years; (figures may be municipal, provincial or national level); the percentage of children in school; out-of-school and reasons for not attending school; comparison of Grade I enrolment of six years earlier with the present Grade VI enrolment who are to finish this school year; the percentage of dropouts, reasons for dropout.

3. Rapid population growth gives rise to several education problems such as the problems that arise when there are more pupils seeking enrolment than can be accommodated in the classroom, when there are not enough teachers hired by the government to teach; when there are not enough funds to buy books or revise outdated curriculum guides; when all the children of a family are sent to school at the same time. Possible consequences of a rapid population growth on the quantity and quality of education - low level of educational

attainment, poor quality of education, increasing number of dropouts, high cost
tion.

4. Effects of low level of education on cultural development; an illiterate citi
liability in the social and economic development of the country; cannot have mea
participation in government and community affairs, will not be ready to accept a
developmental programmes; will not be a source of quality labour.

5. Effects of the level of education on the quality of life - all other things b
a person with a higher educational attainment will tend to find a better job, re
higher salary than one with a lower educational attainment; given the same kind
do, a person with higher training for that specific job will tend to be more eff
produce better results and may encounter fewer problems than a man who is not sp
trained for the job.

Procedures : 1. After a brief review of what rapid population means and what the present grow
the class may calculate the increase in population within a given period of time
exercise will make them aware of the fact that population is increasing very rap
Making a graph will reinforce this.

2. Research in the library about the education situation, its percentage of lite
may submit written reports and hold a class discussion on the topic. A pupil ma
discussion leader.

3. Dividing the community by streets or blocks, pupil-groups may be assigned to
least 5 families in the community each to find out the following data: number o
old children going to school; the respective grade of each child; number and age
tary school age children not going to school; reasons why children do not attend
level of educational attainment of the father and mother.

Results may be reported in class for discussion; graphs may be prepared to repre
survey findings. The possible errors such as small sampling and quality of the
be discussed.

4. Study in class, charts presenting the number and percentage of 7-12 years old
enrolled in the elementary and the projected grade-to-grade survival percentage
elementary schools for the last ten years, and discuss what the figures in the c
The class may formulate conclusions about the literacy percentage and the level
nal attainment of the country.

ttainment, poor quality of education, increasing number of dropouts, high cost of educa-
on.

Effects of low level of education on cultural development; an illiterate citizency; a
iability in the social and economic development of the country; cannot have meaningful
rticipatic n in government and community affairs, will not be ready to accept and support
velopmental programmes; will not be a source of quality labour.

Effects of the level of education on the quality of life - all other things being equal,
person with a higher educational attainment will tend to find a better job, receive a
gher salary than one with a lower educational attainment; given the same kind of work to
, a person with higher training for that specific job will tend to be more efficient,
oduce better results and may encounter fewer problems than a man who is not specially
ained for the job.

After a brief review of what rapid population means and what the present growth-rate is,
e class may calculate the increase in population within a given period of time. This
ercise will make them aware of the fact that population is increasing very rapidly.
king a graph will reinforce this.

Research in the library about the education situation, its percentage of literacy. They
y submit written reports and hold a class discussion on the topic. A pupil may act as
scussion leader.

Dividing the community by streets or blocks, pupil-groups may be assigned to survey at
ast 5 families in the community each to find out the following data: number of 7-12 years
l children going to school; the respective grade of each child; number and age of elemen-
ry school age children not going to school; reasons why children do not attend school;
vel of educational attainment of the father and mother.

sults may be reported in class for discussion; graphs may be prepared to represent the
rvey findings. The possible errors such as small sampling and quality of the data should
discussed.

Study in class, charts presenting the number and percentage of 7-12 years old population
rolled in the elementary and the projected grade-to-grade survival percentage in public
ementary schools for the last ten years, and discuss what the figures in the chart mean.
e class may formulate conclusions about the literacy percentage and the level of educatio-
l attainment of the country.

5. Identify the education problems implied in the following situations: (i) there are seven children in the family whose ages range from 5 to 15. Father earns five pesos a day and is the only breadwinner; (ii) there are two families, namely A and B with the same income. Family A has 3 children and Family B has 8 children. All children are of school age. Who will have better educational opportunities? (iii) father has to feed 9 children and his income is only 50 cavans of rice a year. He could hardly make both ends meet. He asked his elder sons to quit studying after finishing Grade VI so they can find jobs to help support the family members.

6. List in class discussion educational problems arising from rapid population growth.

7. A group of pupils may be asked to interview the principal of a nearby elementary school to find out the following: number of pupils in each class; how many hours pupils stay in school; book-pupil ratio; number of toilets, drinking facilities in proportion to the school enrolment; number of dropouts by grades; teacher-pupil ratio; educational qualifications of the teachers (whether they are BSEE, BSE, Teachers' Certificate or under-graduate).

The group may report results of the interview by using graphs and charts if possible. The class will identify problems reflected in the educational situation *in that particular school.*

8. Pupils may be asked to list their personal observations and experience about the problems existing in their own school and in their own class using the items mentioned above as guidelines.

9. Gather data on the education budget and population (national or provincial or municipal) for the last five years and discuss them in class and tabulate the data to see: rate of growth of the community population; child population; school population.

10. Total class discussions on the importance of a literate citizency in the cultural development of the country.

11. Write essays on "Education and Quality of Life".

12. Collect pictures and news clippings related to rapid population and its effects on the quality of education to be made into a scrapbook.

13. Charts, graphs, and other graphic materials to be displayed in the bulletin board.

14. Prepare a compiled report on the findings, conclusions, agreements about the unit.

Type of instructional material: Teachers' Guide

Subject: Social Studies (Unit: Population Growth and Quality of Life)

Age group/level: Secondary (Middle/Upper)

Economic consequences of rapid population growth

Introduction : The unit is to be viewed as a sequence of the learning activities on Populatio Life Education that has a formal beginning at the primary level. It is suggest that before attempting to introduce the unit in the classroom the teacher will administer a quiz to the pupils to find out their level of understanding of bas graphic concepts and their implications in relation to rapid population-growth. may include areas like: population size, characteristics of population (distri population, density, migration, birth-rate, death-rate, natural increase, age-p advantages and disadvantages of small and extended families, determinants of qu life and relation of family size to quality of life. The performance of the pu indicate whether to introduce the unit or not. If the teacher thinks that a br of the concepts is necessary, a mini-unit may be introduced first, comprising t and related information essential for meaningful participation and understandi cepts in this unit.

It may be a little difficult to handle the contents with pupils who have not be to the rudiments of economics although an attempt is made to simplify the econc and concepts. In such a case, it will be advisable to introduce the unit at a

Care should be taken in translating the contents into teaching sequences in ind tries, considering the very complex inter-actions that may occur between rapid growth and the economies of a particular country. In some instances, for parti tries, some of the relationships indicated may be non-existent or even the oppo those indicated.

Objectives : Developing an understanding that rapid population growth today means a larger p people in the younger age-group; the younger age population are consumers but v producers; a rapid increase in the growth-rate means more and more people in th group compared with the producer group. The dependency ratio grows; whatever i is either consumed or not consumed, whatever is not consumed is savings; a larg of the population in the consumer group means consumption of larger proportion

al material: Teachers' Guide

dies (Unit: Population Growth and Quality of Life)

condary (Middle/Upper)

Economic consequences of rapid population growth

e unit is to be viewed as a sequence of the learning activities on Population and Family fe Education that has a formal beginning at the primary level. It is suggested, however, at before attempting to introduce the unit in the classroom the teacher will do well to minister a quiz to the pupils to find out their level of understanding of basic demo-raphic concepts and their implications in relation to rapid population-growth. The quiz y include areas like: population size, characteristics of population (distribution of pulation, density, migration, birth-rate, death-rate, natural increase, age-pyramid etc.), vantages and disadvantages of small and extended families, determinants of quality of fe and relation of family size to quality of life. The performance of the pupils will dicate whether to introduce the unit or not. If the teacher thinks that a brief review the concepts is necessary, a mini-unit may be introduced first, comprising the concepts d related information essential for meaningful participation and understanding of the con-pts in this unit.

may be a little difficult to handle the contents with pupils who have not been exposed the rudiments of economics although an attempt is made to simplify the economic terms d concepts. In such a case, it will be advisable to introduce the unit at a later stage.

re should be taken in translating the contents into teaching sequences in individual coun-ies, considering the very complex inter-actions that may occur between rapid population-owth and the economies of a particular country. In some instances, for particular coun-ies, some of the relationships indicated may be non-existent or even the opposite of ose indicated.

veloping an understanding that rapid population growth today means a larger percentage of ople in the younger age-group; the younger age population are consumers but very few are oducers; a rapid increase in the growth-rate means more and more people in the consumer oup compared with the producer group. The dependency ratio grows; whatever is produced either consumed or not consumed, whatever is not consumed is savings; a larger percentage the population in the consumer group means consumption of larger proportion of production,

leaving a smaller portion for savings; the savings may be used or kept unu
using savings is to invest them for productive purposes; productive invest
the building up of more factories and machinery necessary for production;
growth tends to decrease the quantum of savings which in turn decreases th
for investment; the growth of production is mainly dependent upon investme
with less investment, there will be less increase of production; productio
pulation (called per capita income) is a rough index of the economic situa
per capita income will rise less rapidly (or may even fall) when productio
ly (due to less investment, due to less savings, due to more consumers relat

Developing the skill of collecting data from various sources like census r
death registers, annual statistical surveys, annual budget reports and sur
by both national and international agencies; of presenting data in various
like charts, bars, graphs, etc.; interpreting data especially those relate
concepts like dependency ratio; making projections with different kinds of
annual budget report; calculating per capita income.

Developing a positive attitude toward rational demographic decision-making

Content : 1. The concept of rapid population-growth - focus on the point that more b
in infant mortality rate mean large numbers of children. When there is a
children in the population, the younger age-group becomes larger in relati
size.

2. Family income and expenditure - who earns and who spends; how does it a
the family? What happens when a new baby is born in the family? Meaning
and 'production'. Distinction between consumer and consumer-cum-producer
point that most of the younger age-group population are essentially consum

3. Relationship between rapid population-growth and consumer group - rapid
growth-rate adds more and more people in the young consumer group. Concep
ratio - increase in the producer group being relatively slow, the consumer
larger compared to producer group - the dependency ratio grows. Focus on
dency ratio of a given country. Point out that the dependent group includ
younger age-group and the older age-group population, but emphasize that t
ty of the dependent group belongs to the younger age-group population.

4. Meaning of saving - whatever is produced is either consumed or not cons
is not consumed is savings. Actual savings of a family. Relationship of
number of people in a family.

leaving a smaller portion for savings; the savings may be used or kept unused; one way of using savings is to invest them for productive purposes; productive investment includes the building up of more factories and machinery necessary for production; rapid population-growth tends to decrease the quantum of savings which in turn decreases the opportunities for investment; the growth of production is mainly dependent upon investment. Therefore, with less investment, there will be less increase of production; production divided by population (called per capita income) is a rough index of the economic situation of a country; per capita income will rise less rapidly (or may even fall) when production grows very slowly (due to less investment, due to less savings, due to more consumers relative to producers).

Developing the skill of collecting data from various sources like census reports, birth and death registers, annual statistical surveys, annual budget reports and surveys carried out by both national and international agencies; of presenting data in various visual forms like charts, bars, graphs, etc.; interpreting data especially those related to demographic concepts like dependency ratio; making projections with different kinds of data; reading an annual budget report; calculating per capita income.

Developing a positive attitude toward rational demographic decision-making.

: 1. The concept of rapid population-growth - focus on the point that more births and decrease in infant mortality rate mean large numbers of children. When there is a large number of children in the population, the younger age-group becomes larger in relation to population size.

2. Family income and expenditure - who earns and who spends; how does it affect the life in the family? What happens when a new baby is born in the family? Meaning of 'consumption' and 'production'. Distinction between consumer and consumer-cum-producer. Emphasis on the point that most of the younger age-group population are essentially consumers.

3. Relationship between rapid population-growth and consumer group - rapid increase in growth-rate adds more and more people in the young consumer group. Concept of dependency ratio - increase in the producer group being relatively slow, the consumer group becomes larger compared to producer group - the dependency ratio grows. Focus on an actual dependency ratio of a given country. Point out that the dependent group includes both the younger age-group and the older age-group population, but emphasize that the great majority of the dependent group belongs to the younger age-group population.

4. Meaning of saving - whatever is produced is either consumed or not consumed. Whatever is not consumed is savings. Actual savings of a family. Relationship of savings to the number of people in a family.

5. Presentation of population data of a country for different years. Comparison of young consumer group population data showing the actual increase at different points in the time continuum. The effects of a growing young consumer group: consumption of larger portion of production leaving smaller portion as savings.

6. What is done with savings - savings may be used, or kept unused. The different ways of using or hoarding savings in a particular region and the reasons for it. The various methods of the use of savings. The benefits of the uses of savings.

7. Presentation of population data of a country showing the increase in different years - Increase in population necessitates manyfold increase and expansion of services like housing, health and education. More expenditure in service sectors tends to decrease the quantum of savings which in turn decreases the opportunities for investment in other sectors.

8. Discussion of investment for service purposes - Competitive demands for investment between service sector and industrial sector. Rapid population-growth means increasing investment in the service sector.

9. A simple definition of GNP - the sum total of production in a particular period. Presentation of GNP figures of different financial years of a country. Introduction of the term per capita income - example of actual per capita income of a country. How to find out per capita income from country data? Relationship of per capita income to population sizes. Relationship of population-growth to per capita income - rapid population-growth tends to both slow down the growth of production (the numerator of per capita income) and increases the population (the denominator); both result in a decrease (or at least a decrease compared with the potential increase) of per capita income.

Sample Lesson Plan

Unit topic: Economic consequences of rapid population-growth

Lesson topic: Rapid population growth and the younger age population

Time: One lesson period

Objectives	Content	Teacher-Pupil Activi
Understand that rapid population growth means a larger percentage of people in the younger age-group. Be able to present data in the form of a chart.	The concept of rapid population growth - focus on the point that more births and decrease in infant mortality rate mean a larger number of children. When there is a large number of children in the population, the younger age-group becomes larger in relation to population size.	To introduce the concept of rapi the teacher can show a filmloop rapid population growth in the a filmloop is not available, a the teacher with data from a co birth-rate can be shown in the will be asked to read the chart increase in numbers. A discuss the focus of attention being on births coupled with decrease in rate means a larger number of c The teacher will then make availa the population data of the coun will be asked to prepare a chart chart in relation to age-wise d lation of the country. A comparison of charts (one prese and the other by the pupils) wil clearer picture of the younger a relation to growth-rate and decl ity rate is expected to emerge.

Sample Lesson Plan

Economic consequences of rapid population-growth

: Rapid population growth and the younger age population

lesson period

jectives	Content	Teacher-Pupil Activities
hat rapid po- rowth means a centage of he younger present data n of a chart.	The concept of rapid population growth - focus on the point that more births and decrease in infant mortality rate mean a larger number of children. When there is a large number of children in the population, the younger age-group becomes larger in relation to population size.	To introduce the concept of rapid population-growth, the teacher can show a filmloop that presents the rapid population growth in the form of a chart. If a filmloop is not available, a chart prepared by the teacher with data from a country having a high birth-rate can be shown in the class. The pupils will be asked to read the chart and describe the increase in numbers. A discussion will follow - the focus of attention being on the point that more births coupled with decrease in infant mortality rate means a larger number of children. The teacher will then make available to the class the population data of the country. The pupils will be asked to prepare a chart and interpret the chart in relation to age-wise distribution of population of the country. A comparison of charts (one presented by the teacher and the other by the pupils) will be made - a clearer picture of the younger age population in relation to growth-rate and declining infant mortality rate is expected to emerge.

Type of instructional materials: Teachers' Guide

Subject: Social Studies (Unit: Population)

Age group/level: Secondary (Upper)

Population

In each of the following sub-units a syllabus or general outline only is given. The outlin haustive. There are very many inter-acting and variable patterns in the relationships between r tion-growth and the factors listed. In some instances, for particular countries, the relationsh in the syllabus may be non-existent or even the opposite of those indicated. Great care will ha in translating these outlines to the specific instructional sequences for particular countries.

Sub-unit 1. Demographic concepts of population-growth

Introduction : The purpose of this unit is to impart some knowledge to pupils about demogra of population growth which will help them to understand the process and prob lation-growth. The pupils will make their own analyses of major factors whi duce the rate of population growth.

Objectives : Developing an understanding of the present demographic situation in the coun the world; the distribution of the population in the country - its compariso countries - developed and developing; the determinants of population-growth; birth-rate (fertility) and decreasing death-rate; demographic transition; th of population-growth in the country and in the region; the relationships and between family size and population growth; the methods of calculating popula

Developing the ability to read charts, graphs, maps and demographic data and compare and contrast them; calculate various kinds of elementary demographic birth-rate, death-rate, rate of growth; translate demographic data into grap examine critically the present demographic transition of one's own country, the world.

Developing an appreciation of the global nature of the population problem; t for providing correct information; the demographic situation of the country, attitude towards the need for a small family size; a sense of responsibility the individual's role in tackling the population problem.

al materials: Teachers' Guide

udies (Unit: Population)

econdary (Upper)

Population

following sub-units a syllabus or general outline only is given. The outline is not ex-
e very many inter-acting and variable patterns in the relationships between rapid popula-
factors listed. In some instances, for particular countries, the relationships indicated
be non-existent or even the opposite of those indicated. Great care will have to be taken
e outlines to the specific instructional sequences for particular countries.

Sub-unit 1. Demographic concepts of population-growth

The purpose of this unit is to impart some knowledge to pupils about demographic concepts of population growth which will help them to understand the process and problems of population-growth. The pupils will make their own analyses of major factors which could reduce the rate of population growth.

Developing an understanding of the present demographic situation in the country, region, the world; the distribution of the population in the country - its comparison with other countries - developed and developing; the determinants of population-growth; quasi-constant birth-rate (fertility) and decreasing death-rate; demographic transition; the perspectives of population-growth in the country and in the region; the relationships and interactions between family size and population growth; the methods of calculating population-growth.

Developing the ability to read charts, graphs, maps and demographic data and to interpret, compare and contrast them; calculate various kinds of elementary demographic indices e.g. birth-rate, death-rate, rate of growth; translate demographic data into graphic form; examine critically the present demographic transition of one's own country, region and the world.

Developing an appreciation of the global nature of the population problem; the necessity for providing correct information; the demographic situation of the country, a positive attitude towards the need for a small family size; a sense of responsibility regarding the individual's role in tackling the population problem.

Syllabus : 1. Definition and meaning of population, birth-rate, death-rate, rate of and absolute).

2. Factors determining population-growth; absolute number of births; abs deaths; absolute number of migrants.

3. Population-growth because of: excess of births over deaths, excess of emigrants.

4. Demographic calculations: Crude birth-rate - annual number of live bi lation; crude death-rate - annual number of deaths per 1000 populatio rate - annual number of children who died (under one year) divided by during the year.

5. Reasons for rapid growth of population: birth-rate is high because of as early marriage, non-control of fertility during procreation age; d because of many factors such as modern health facilities, effective c better nutrition.

6. Relationship between static and dynamic aspects of population: geogra and density (urban areas, rural areas, crude density, biological dens tribution (per cent of population under 15 years and over 65 years, r age distribution and dependency ratio); marital status (universality marriage); distribution of literacy; economic sector distribution (ag services); ethnic-linguistic distribution.

7. Demographic transition (in the descriptive sense, not as theory): sta high mortality; high fertility/ falling mortality, falling fertility/ low fertility/low mortality); relevance to developing countries.

8. Inter-relations of demographic features and their implications.

Activities : 1. Use of actual data pertaining to one's own country, region and the wo

2. Collection of data by both the teachers and pupils from various source

3. Calculations of different indices, rates, ratios may be introduced at

4. Class discussions on: the definition and meanings of various terms an this unit; the importance of demographic calculation; the gap between

: 1. Definition and meaning of population, birth-rate, death-rate, rate of growth (natural and absolute).

2. Factors determining population-growth; absolute number of births; absolute number of deaths; absolute number of migrants.

3. Population-growth because of: excess of births over deaths, excess of immigrants over emigrants.

4. Demographic calculations: Crude birth-rate - annual number of live births per 1000 population; crude death-rate - annual number of deaths per 1000 population; infant mortality rate - annual number of children who died (under one year) divided by total live births during the year.

5. Reasons for rapid growth of population: birth-rate is high because of many factors such as early marriage, non-control of fertility during procreation age; death-rate is low because of many factors such as modern health facilities, effective control of diseases, better nutrition.

6. Relationship between static and dynamic aspects of population: geographical distribution and density (urban areas, rural areas, crude density, biological density); age-sex distribution (per cent of population under 15 years and over 65 years, relationship between age distribution and dependency ratio); marital status (universality and precocity of marriage); distribution of literacy; economic sector distribution (agriculture, industry, services); ethnic-linguistic distribution.

7. Demographic transition (in the descriptive sense, not as theory): stages (high fertility/ high mortality; high fertility/ falling mortality, falling fertility/falling mortality; low fertility/low mortality); relevance to developing countries.

8. Inter-relations of demographic features and their implications.

: 1. Use of actual data pertaining to one's own country, region and the world at various times.

2. Collection of data by both the teachers and pupils from various sources.

3. Calculations of different indices, rates, ratios may be introduced at relevant places.

4. Class discussions on: the definition and meanings of various terms and concepts used in this unit; the importance of demographic calculation; the gap between high birth-rate

and low death-rate; determinants of population dynamics; causes leading to th
phic transition; the role of the individual and the family in the demographic
especially in one's own country; ideal family size; future trends population.

5. Pupils may draw graphs, charts, maps, diagrams, as home-work which can be disc
class.

6. Pupils may prepare simple questionnaires on age, sex, marital status, family
may then be used to interview a few selected families.

7. Charts, graphs, maps and diagrams prepared by pupils and teachers may be put
letin board.

8. Pupils may prepare a final report on the findings of various discussions.

9. Debates and group discussions may be organized.

Reference materials : 1. Human geographical map of the country.

2. Charts, graphs, diagrams showing: population distribution; trends of birth-rat
rate and rate of growth; migration figures; the gap between birth-rate and dea
density of population in urban and rural areas of selected places and times; a
pyramids of developed and developing countries; projections of population.

Assignment/ Evaluation : 1. Questions on the population situation:

(a) What is the total population of your city, village, country and world?

(b) Is the population growing or decreasing and why?

(c) How many children can a woman bear during marital life? Can she limit thi

(d) What is ideal size of a family for your country?

2. Questions on demographic concepts:

(a) What do you understand by crude birth-rate, death-rate, natural rate of po
growth?

3. Questions on causes of population-growth:

(a) What will happen if fertility is not controlled and the death-rate goes on

(b) How can a high-rate of population growth be prevented?

(c) What will be the advantages of a small family size to your country?

and low death-rate; determinants of population dynamics; causes leading to the demographic transition; the role of the individual and the family in the demographic transition especially in one's own country; ideal family size; future trends population.

Pupils may draw graphs, charts, maps, diagrams, as home-work which can be discussed in class.

Pupils may prepare simple questionnaires on age, sex, marital status, family size. These may then be used to interview a few selected families.

Charts, graphs, maps and diagrams prepared by pupils and teachers may be put on the bulletin board.

Pupils may prepare a final report on the findings of various discussions.

Debates and group discussions may be organized.

Human geographical map of the country.

Charts, graphs, diagrams showing: population distribution; trends of birth-rate, death-rate and rate of growth; migration figures; the gap between birth-rate and death-rate; density of population in urban and rural areas of selected places and times; age and sex pyramids of developed and developing countries; projections of population.

Questions on the population situation:

(a) What is the total population of your city, village, country and world?

(b) Is the population growing or decreasing and why?

(c) How many children can a woman bear during marital life? Can she limit this number?

(d) What is ideal size of a family for your country?

Questions on demographic concepts:

(a) What do you understand by crude birth-rate, death-rate, natural rate of population-growth?

Questions on causes of population-growth:

(a) What will happen if fertility is not controlled and the death-rate goes on decreasing?

(b) How can a high-rate of population growth be prevented?

(c) What will be the advantages of a small family size to your country?

Sub-unit 2. Trends of population-growth

Introduction : This unit is intended to provide pupils with a basic knowledge and unde
lation changes based on changes of rates of birth, death and migration.
while to motivate the pupils to find the causes of the present populati
to anticipate the future trends in population-growth. Through this uni
helped to understand the magnitude of this problem so that they ultimat
certain positive attitudes toward it.

Objectives : Developing an understanding of the components of population evolution;
lation-growth with reference to the situation in the country; the role
in the history of the world; the special features leading to rapid grow
the various demographic approaches on population trends; the effects of
growth of population on human life in the future.

Developing the ability to read and interpret charts, graphs and maps of
bution; make comparative study of population changes in our country, re
assess the desirable factors for favourable rate of population-growth;
of population-growth and its consequences to the welfare of the people
skill in collecting various kinds of data of population census, surveys
trations, as well as skill in preparing charts, graphs and maps on popu

Developing an appreciation of particular demographic changes and transi
stable future rate of growth; the values of data gathering about popula
for accuracy; a concern about the global nature of population problems;
ponsibility regarding the role of individuals in slowing down the rate
growth.

Syllabus : 1. Definition and meaning of trends in population-growth.

2. Outline of the history of population-growth in one's own country, re
and the world: evolution of population-growth; major causes for rapi
changes of structure by age and sex.

3. Data gathering on population: population censuses and surveys (uses
surveys, importance of timing, and places for conducting censuses an
registrations (types of civil registrations, uses of civil registrat
censuses and surveys; quality of the data.

Sub-unit 2. Trends of population-growth

: This unit is intended to provide pupils with a basic knowledge and understanding of population changes based on changes of rates of birth, death and migration. It will be worthwhile to motivate the pupils to find the causes of the present population explosion and to anticipate the future trends in population-growth. Through this unit, pupils may be helped to understand the magnitude of this problem so that they ultimately will develop certain positive attitudes toward it.

: Developing an understanding of the components of population evolution; the nature of population-growth with reference to the situation in the country; the role of population-growth in the history of the world; the special features leading to rapid growth of population; the various demographic approaches on population trends; the effects of present rate of growth of population on human life in the future.

Developing the ability to read and interpret charts, graphs and maps of population distribution; make comparative study of population changes in our country, region and the world; assess the desirable factors for favourable rate of population-growth; analyse the causes of population-growth and its consequences to the welfare of the people; and developing skill in collecting various kinds of data of population census, surveys and civil registrations, as well as skill in preparing charts, graphs and maps on population-growth.

Developing an appreciation of particular demographic changes and transition; logical and stable future rate of growth; the values of data gathering about population and the need for accuracy; a concern about the global nature of population problems; a sense of responsibility regarding the role of individuals in slowing down the rate of population-growth.

: 1. Definition and meaning of trends in population-growth.

2. Outline of the history of population-growth in one's own country, region, continent and the world: evolution of population-growth; major causes for rapid growth and changes of structure by age and sex.

3. Data gathering on population: population censuses and surveys (uses of censuses and surveys, importance of timing, and places for conducting censuses and surveys); civil registrations (types of civil registrations, uses of civil registrations); results of censuses and surveys; quality of the data.

4. Present trends in population-growth: the growth of population in a few devel developing countries for the comparison of the population situation in one's try with those of the developed and developing countries (population charact developed countries, population characteristics - developing countries, the transition).

5. Future trends (possibilities) of population-growth: continuation of decreasi rate; decline in birth-rate (slow process, rapid process); two possible resu future population-growth (slow rate of population-growth, rapid rate of popu growth).

Activities : 1. This unit will require the use of historical data on population pertaining t own country, region and world, at various times.

2. Collection of data by both the teachers and students from various sources.

3. Calculation of different rates of population movements.

4. Class discussions on: trends of population-growth; population-growth of one' try; importance of population censuses, surveys and civil registrations for economic planning; can the rate of population-growth be reduced?; implicatio population during economic slump periods in history; population in the year in one's own country and the world.

5. Pupils may draw graphs, charts, maps, diagrams, etc., as homework, to be dis class.

6. Pupils may prepare elementary questionnaires on sex, age, marital status and size that may be used to interview one's own family, relatives and a few sel families.

7. Charts, graphs, maps and diagrams prepared by pupils and teachers may be put bulletin board.

8. Pupils may participate collectively in: preparing sample questionnaires; fil questionnaires while interviewing; processing of results and data; preparing report on the findings of various discussions.

9. Debates and group discussions may be organized based on: selected topics wit unit; results and findings of questionnaires.

Present trends in population-growth: the growth of population in a few developed and developing countries for the comparison of the population situation in one's own country with those of the developed and developing countries (population characteristics - developed countries, population characteristics - developing countries, the demographic transition).

. Future trends (possibilities) of population-growth: continuation of decreasing death-rate; decline in birth-rate (slow process, rapid process); two possible results of future population-growth (slow rate of population-growth, rapid rate of population-growth).

. This unit will require the use of historical data on population pertaining to one's own country, region and world, at various times.

. Collection of data by both the teachers and students from various sources.

. Calculation of different rates of population movements.

. Class discussions on: trends of population-growth; population-growth of one's own country; importance of population censuses, surveys and civil registrations for socio-economic planning; can the rate of population-growth be reduced?; implications of over-population during economic slump periods in history; population in the year 2000 A.D. in one's own country and the world.

. Pupils may draw graphs, charts, maps, diagrams, etc., as homework, to be discussed in class.

. Pupils may prepare elementary questionnaires on sex, age, marital status and family size that may be used to interview one's own family, relatives and a few selected families.

. Charts, graphs, maps and diagrams prepared by pupils and teachers may be put on the bulletin board.

. Pupils may participate collectively in: preparing sample questionnaires; filling in questionnaires while interviewing; processing of results and data; preparing final report on the findings of various discussions.

. Debates and group discussions may be organized based on: selected topics within this unit; results and findings of questionnaires.

Reference materials : 1. Human geographical map of one's own country and of the world.

2. Charts and/or graphs, diagrams showing: history of population distribut
birth-rate, death-rate and rate of growth; migration figures; present t
tion-growth in the world; possibility of future trends in population-gr

3. Other references: census and survey reports; yearly civil registrations
publications; family planning reports and brochures; other government r
Nations publications; questionnaires used in demographic censuses and s

Assignment/ Evaluation : 1. Questions on the history of population-growth:

a) What were the major causes of rapid growth of population after the s

b) What are advantages and disadvantages of having large populations?

c) Compare the age and sex structure of population in our country in t
censuses.

2. Questions on data gathering:

a) How are births and deaths registered in our country? How are they t
and collated?

b) When were the first and last censuses conducted in our country? Draw
age structure of the population in those two censuses (or the most r
plus the first census for which sufficient data are available).

c) Where would you find the brochures of census and survey data of our

d) What are the uses of a questionnaire in a census?

3. Questions on present and future trends of population-growth:

a) Describe the present trends of population-growth in our country and
with the situation found in a developed country.

b) What will be the consequences of gradual decline in death-rate and r
in birth-rate in our country in the near future?

c) Discuss the advantages and disadvantages of having a large dependenc
country.

: 1. Human geographical map of one's own country and of the world.

2. Charts and/or graphs, diagrams showing: history of population distribution; trends of birth-rate, death-rate and rate of growth; migration figures; present trend of population-growth in the world; possibility of future trends in population-growth.

3. Other references: census and survey reports; yearly civil registrations and departmental publications; family planning reports and brochures; other government reports; United Nations publications; questionnaires used in demographic censuses and surveys.

: 1. Questions on the history of population-growth:

a) What were the major causes of rapid growth of population after the second world war?

b) What are advantages and disadvantages of having large populations?

c) Compare the age and sex structure of population in our country in the last two censuses.

2. Questions on data gathering:

a) How are births and deaths registered in our country? How are they then gathered and collated?

b) When were the first and last censuses conducted in our country? Draw the graphs of age structure of the population in those two censuses (or the most recent census plus the first census for which sufficient data are available).

c) Where would you find the brochures of census and survey data of our country?

d) What are the uses of a questionnaire in a census?

3. Questions on present and future trends of population-growth:

a) Describe the present trends of population-growth in our country and compare them with the situation found in a developed country.

b) What will be the consequences of gradual decline in death-rate and rapid increase in birth-rate in our country in the near future?

c) Discuss the advantages and disadvantages of having a large dependency ratio in our country.

Sub-unit 3. Causes of the present population explosion

Introduction : Our age is in the grip of a population explosion.This population explosion is a threat to the future of mankind. Responsible and sensible leaders all over the feel alarmed at the seriousness of this situation and are trying to find ways a to avert the collapse of mankind under the weight of its own numbers. One way ing the rapid growth of population is the elimination of causes responsible fo wide range of factors has brought about the population explosion. It may not b nor even desirable to eliminate all of the causes. But some of the causes may nated if the beliefs, attitudes and behaviour of the future generations of you are changed through critical study of these causes in schools.

Objectives : Developing understanding regarding traditional beliefs and social norms that e growth of population and hinder the execution of programmes of population cont vironmental conditions of couples that influence their mating and child-bearin psycho-biological factors that contribute to the growth of population; economi of families that impel them to produce large numbers of children; certain lega political thinking and administrative policies that promote the growth of popu better standards of living and improved medical facilities that reduce the rat ity.

Developing the ability to express one's ideas clearly; discuss ideas/beliefs i construct questionnaires; interview people; conduct surveys; organize and repo propagate action for population control; argue with opponents of population co

Developing the desire for a small family; higher standards of living; economic in old age through insurance and savings; the use of labour-saving technology; laws and administrative policies; promoting belief in the ability of man to de number of children; readiness to modify beliefs/norms; willingness to examine beliefs/social norms/political slogans; discontent with a subsistance-level of readiness to modify beliefs/norms.

Syllabus : The following are some of the kinds of issues that may be discussed in class. may add issues relevant to individual countries.

Sub-unit 3. Causes of the present population explosion

age is in the grip of a population explosion.This population explosion is a grave
at to the future of mankind. Responsible and sensible leaders all over the world
alarmed at the seriousness of this situation and are trying to find ways and means
vert the collapse of mankind under the weight of its own numbers. One way of check-
the rapid growth of population is the elimination of causes responsible for it. A
range of factors has brought about the population explosion. It may not be possible
even desirable to eliminate all of the causes. But some of the causes may be elimi-
d if the beliefs, attitudes and behaviour of the future generations of young people
changed through critical study of these causes in schools.

loping understanding regarding traditional beliefs and social norms that encourage
th of population and hinder the execution of programmes of population control; en-
nmental conditions of couples that influence their mating and child-bearing behaviour;
ho-biological factors that contribute to the growth of population; economic motives
amilies that impel them to produce large numbers of children; certain legal practices,
tical thinking and administrative policies that promote the growth of population;
er standards of living and improved medical facilities that reduce the rate of mortal-

loping the ability to express one's ideas clearly; discuss ideas/beliefs in a group;
truct questionnaires; interview people; conduct surveys; organize and report ideas;
agate action for population control; argue with opponents of population control.

loping the desire for a small family; higher standards of living; economic security
ld age through insurance and savings; the use of labour-saving technology; changed
and administrative policies; promoting belief in the ability of man to determine the
er of children; readiness to modify beliefs/norms; willingness to examine traditional
efs/social norms/political slogans; discontent with a subsistance-level of living;
diness to modify beliefs/norms.

following are some of the kinds of issues that may be discussed in class. Teachers
add issues relevant to individual countries.

Pro-natality factors	Counter arguments
1. Traditional beliefs	
It is believed that as God is the creator of children. He is responsible for providing necessities of their life.	God does care for the needs of children but directly. Parents have to worry and strugg nance of their children.
	Nothing is for man except what he strives f
	God helps those who help themselves.
It is believed that man is born with one mouth to feed but two hands to earn.	Mouth needs feeding from the day of the bir while hands start earning twenty years afte
	Before hands start earning, huge investment in the upbringing, education, and training
It is believed that man is helpless in the matters of procreation and God decides the number of children to be born.	Man is not helpless in matters of procreati extent he has the power, freedom, and know- the number of children.
It is believed that future developments in science and technology will help in supporting larger population.	Science and technology will have their own balancing the limited space and resources o ever-increasing numbers of population, and fact assist in the planning for children.
2. Social norms	
Some people want a larger number of children for prestige or power in the community.	Social prestige or power in the community n on the quality of children rather than the
	More children can mean lower standards of l living standards means lower social prestig
3. Economic influences	
Some people desire to have many children for greater economic security in old age.	More children means more economic burdens d middle age, in terms of the children's livi marriage costs.

ro-natality factors	Counter arguments
l beliefs	
eved that as God is the creator n. He is responsible for pro- essities of their life.	God does care for the needs of children but seldom does so directly. Parents have to worry and struggle for the maintenance of their children.
	Nothing is for man except what he strives for.
	God helps those who help themselves.
eved that man is born with one eed but two hands to earn.	Mouth needs feeding from the day of the birth of the child while hands start earning twenty years after birth.
	Before hands start earning, huge investments have to be made in the upbringing, education, and training of the child.
eved that man is helpless in s of procreation and God e number of children to be	Man is not helpless in matters of procreation. To a great extent he has the power, freedom, and know-how to determine the number of children.
eved that future developments and technology will help in larger population.	Science and technology will have their own limitations in balancing the limited space and resources of this planet with ever-increasing numbers of population, and science must in fact assist in the planning for children.
ms	
e want a larger number of chil- restige or power in the commu-	Social prestige or power in the community now largely depends on the quality of children rather than the number of children.
	More children can mean lower standards of living, and lower living standards means lower social prestige.
fluences	
e desire to have many children r economic security in old age.	More children means more economic burdens during the parents' middle age, in terms of the children's living, educational and marriage costs.

Pro-natality factors	Counter arguments
Agricultural work with primitive methods needs many human hands, therefore more children are desired.	Farmers using modern technology do not need a large children.
Handicrafts also need many hands and consequently handicraftsmen desire to produce a large number of children.	Modern but simple machines can greatly reduce the many hands; in any case, there are already unemploy
Distrust of others in financial matters, dishonesty in the discharge of economic responsibilities for others, family-centredness in economic activities in certain societies, urge families to have large number of children for taking care of several economic interests of the family.	A modern society has instrumentalities to safeguard in these matters so family centredness is unnecessa
4. Political factors	
Political leaders in certain countries plead for increase in manpower for defence against a more numerous enemy.	The defence ability of a nation depends not only on of population but also on the morale, training, tec economic power of the nation.
	Over-population weakens the defence potential of a
	The baby boom may be the most dangerous bomb for a ultimate destruction.
In democracies the principle of one person - one vote motivates States/provinces/regions and racial/religious/ethnic groups to compete in population-growth with the objective of gaining greater political power in the country.	Constitutional safeguards can be provided to safegu minority and majority rights.

factors	Counter arguments
th primitive methods ds, therefore more .	Farmers using modern technology do not need a large number of children.
d many hands and aftsmen desire to er of children.	Modern but simple machines can greatly reduce the need for many hands; in any case, there are already unemployed hands.
n financial matters, scharge of economic others, family- mic activities in rge families to have dren for taking care interests of the	A modern society has instrumentalities to safeguard its citizens in these matters so family centredness is unnecessary.
certain countries n manpower for re numerous enemy.	The defence ability of a nation depends not only on the numbers of population but also on the morale, training, technology and economic power of the nation.
	Over-population weakens the defence potential of a nation.
	The baby boom may be the most dangerous bomb for a nation's own ultimate destruction.
rinciple of one per- ates States/provinces/ eligious/ethnic groups tion-growth with the greater political	Constitutional safeguards can be provided to safeguard both minority and majority rights.

Other pro-natality factors such as the following may be discussed: famili
societies have sex preference or a sense of sex equilibrium based on the
girls in the marriage market. In an attempt to have this preference, the
large number of unwanted children; as the family name is passed on throug
families want to have male child/children for the continuation of their f
tentment with existing low standards of living (subsistance level) is a c
families; most of the women have the psychological urge of marriage, moth
dren; chances of survival of some children are greater from a large numbe
a family; some parents produce large number of children to prove their gr
fertility; low legal age is responsible for a longer period of marital li
ly larger number of children; legal systems give preference or greater re
male child for purposes of inheritance; government policies regarding chi
exemption, maternity facilities, rations, etc. induce parents to produce
children.

Anti-natality factors such as the following may be discussed: better diet
housing have improve the health of the people; expansion in educational p
tional facilities and social welfare services have contributed to the imp
ral health of the people; availability of better maternal and child care
duce tremendously the rate of infant mortality; improved sanitation, wate
cal facilities have considerably reduced the incidence of epidemics and i
ly the life expectancy of people; technological developments are enabling
his natural environment.

Activities :

1. The above syllabus is best taught through group discussions, using aud
2. Arrange interviews with parents in large families for getting informat
motives or reasons.
3. Arrange to conduct a survey in a selected section of the community reg
motives, views, opinions and living conditions that favour the growth
4. Arrange for a lecture by a lawyer or local officer on laws and policie
growth of population. Use tapes of pertinent speeches.
5. Engage the pupils in an exercise of calculating annual birth-rates and
the community for the last ten years, collaborate on charts.
6. Arrange for a survey of the opinions of a selected neighbourhood about
falling death-rate.

6)

Other pro-natality factors such as the following may be discussed: families in various societies have sex preference or a sense of sex equilibrium based on the value of boys and girls in the marriage market. In an attempt to have this preference, they often produce a large number of unwanted children; as the family name is passed on through the male child, families want to have male child/children for the continuation of their family names; contentment with existing low standards of living (subsistance level) is a cause of large-size families; most of the women have the psychological urge of marriage, motherhood and children; chances of survival of some children are greater from a large number of children in a family; some parents produce large number of children to prove their greater virility or fertility; low legal age is responsible for a longer period of marital life and consequently larger number of children; legal systems give preference or greater recognition to the male child for purposes of inheritance; government policies regarding child allowance, tax exemption, maternity facilities, rations, etc. induce parents to produce a large number of children.

Anti-natality factors such as the following may be discussed: better diet, clothing and housing have improve the health of the people; expansion in educational programmes, recreational facilities and social welfare services have contributed to the improvement of general health of the people; availability of better maternal and child care has helped to reduce tremendously the rate of infant mortality; improved sanitation, water supply and medical facilities have considerably reduced the incidence of epidemics and increased enormously the life expectancy of people; technological developments are enabling man to control his natural environment.

: 1. The above syllabus is best taught through group discussions, using audio-visual aids.

2. Arrange interviews with parents in large families for getting information about their motives or reasons.

3. Arrange to conduct a survey in a selected section of the community regarding the beliefs, motives, views, opinions and living conditions that favour the growth of population.

4. Arrange for a lecture by a lawyer or local officer on laws and policies that promote growth of population. Use tapes of pertinent speeches.

5. Engage the pupils in an exercise of calculating annual birth-rates and death-rates of the community for the last ten years, collaborate on charts.

6. Arrange for a survey of the opinions of a selected neighbourhood about causes of the falling death-rate.

Sub-unit 4. Consequences of rapid population-growth for economic development

Introduction : The main purpose of this unit is to develop an awareness and understanding amon that there is a close relationship between a rapid population-growth and the ec being of a country. A rapid population-growth may have some adverse effects up nomic resources of the country.

Objectives : Developing understanding that economic development is primarily concerned with of output per head of population; generally speaking economic development depen main factors of production, namely, land, labour, and capital in a country; a r tion-growth tends to bring about pressure on the utilization of land; modern me agriculture increase yield of land, but not to an unlimited extent; more people consumption of food and other natural resources which are limited in most devel tries; a rapid population-growth could mean that there may not be enough jobs f ing-age population; rapid growth in population reduces the possibilities of cap opment for investment in economic development; more industries need to be devel to produce goods and services for home consumption, for exports and to provide

Developing the ability to collect data on, for example: national income, per-ca population and its rate of growth, land utilization, natural resources, employm employment, savings, capital, formation and industries; interpret and compare g analyse general causes of economic development or backwardness; prepare charts interview people; make surveys.

Developing aspirations for better living conditions for the family; for the eco opment of the country; desire for a small family size.

Syllabus : 1. Information on the country's land utilization, e.g., land holdings, cultivat vable land, fertility of land and increase pressure on the use of land.

2. Availability of natural resources in the country and in the world; the effec population-growth on the consumption of natural resources.

3. A rapid population-growth may bring about many labour problems such as: incr employment/underemployment; increase in unskilled labour, increase in child crease in cheap labour/lower wages, lower efficiency/quality of work, increa tion for jobs possibly resulting in frustration.

4. More expenditure on consumption due to rapid population-growth leads to less the family and national levels.

nit 4. Consequences of rapid population-growth for economic development

e main purpose of this unit is to develop an awareness and understanding among pupils at there is a close relationship between a rapid population-growth and the economic well-ng of a country. A rapid population-growth may have some adverse effects upon the eco-nic resources of the country.

veloping understanding that economic development is primarily concerned with the growth output per head of population; generally speaking economic development depends on three n factors of production, namely, land, labour, and capital in a country; a rapid popula-n-growth tends to bring about pressure on the utilization of land; modern methods of riculture increase yield of land, but not to an unlimited extent; more people means more nsumption of food and other natural resources which are limited in most developing coun-ies; a rapid population-growth could mean that there may not be enough jobs for the work-g-age population; rapid growth in population reduces the possibilities of capital devel-ment for investment in economic development; more industries need to be developed in order produce goods and services for home consumption, for exports and to provide employment.

veloping the ability to collect data on, for example: national income, per-capita income, pulation and its rate of growth, land utilization, natural resources, employment and un-ployment, savings, capital, formation and industries; interpret and compare given data; alyse general causes of economic development or backwardness; prepare charts or graphs; terview people; make surveys.

veloping aspirations for better living conditions for the family; for the economic devel-ment of the country; desire for a small family size.

Information on the country's land utilization, e.g., land holdings, cultivated and culti-vable land, fertility of land and increase pressure on the use of land.

Availability of natural resources in the country and in the world; the effects of rapid population-growth on the consumption of natural resources.

A rapid population-growth may bring about many labour problems such as: increase in un-employment/underemployment; increase in unskilled labour, increase in child labour, in-crease in cheap labour/lower wages, lower efficiency/quality of work, increased competi-tion for jobs possibly resulting in frustration.

More expenditure on consumption due to rapid population-growth leads to less savings at the family and national levels.

5. Capital formation is essential to economic development; it depends dual savings, corporation savings and government savings. More chi the growth-rate of savings, resulting in slow capital formation.

6. Higher population growth-rate may cause a greater consumption of go providing social services, which means less capital for productive

7. Industrial development is part of the process of economic developme capital. If capital is scarce in the country, industrial developme unless foreign capital is imported.

8. Slow industrial development may lead to conditions such as: not enc population, fewer facilities for teaching modern technology, less d modern technologies, little urge for technological research and inv tion of industrial ownership in a few hands.

Activities : 1. This unit requires the use of data from various sources concerning and economic activities, such as statistics on population (age, com rate), national income, per capita income, employment opportunities situation and the agriculture and industries programmes.

2. Pupils can discuss and give reports on: individual and family incom ment income and expenditures, problems of land utilization in commu lems of food supply and nutrition, savings and investment.

3. Pupils may make a survey of income, expenditure and employment of f locality.

4. Pupils may prepare charts or graphs showing the relationship betwee and national income.

5. Resource persons such as public health officers, economists, may be talks on their specialized fields in relation to rapid population-g

6. Field trips can be arranged to slum areas or overcrowded schools.

Assignment/ Evaluation : 1. What are the main factors promoting and hindering economic developm and in other developing countries?

2. Why is capital scarce in the country and in other developing countr

3. What has been the trend in the pressure on land utilization in the other developing countries?

5. Capital formation is essential to economic development; it depends largely upon individual savings, corporation savings and government savings. More children tends to lower the growth-rate of savings, resulting in slow capital formation.

6. Higher population growth-rate may cause a greater consumption of government capital for providing social services, which means less capital for productive investment.

7. Industrial development is part of the process of economic development; it depends on capital. If capital is scarce in the country, industrial development will be very slow unless foreign capital is imported.

8. Slow industrial development may lead to conditions such as: not enough jobs for growing population, fewer facilities for teaching modern technology, less demand for certain modern technologies, little urge for technological research and inventions, concentration of industrial ownership in a few hands.

: 1. This unit requires the use of data from various sources concerning population-growth and economic activities, such as statistics on population (age, composition, growth-rate), national income, per capita income, employment opportunities, unemployment situation and the agriculture and industries programmes.

2. Pupils can discuss and give reports on: individual and family income, sources of government income and expenditures, problems of land utilization in community/country, problems of food supply and nutrition, savings and investment.

3. Pupils may make a survey of income, expenditure and employment of families in the locality.

4. Pupils may prepare charts or graphs showing the relationship between population-growth and national income.

5. Resource persons such as public health officers, economists, may be invited to give talks on their specialized fields in relation to rapid population-growth.

6. Field trips can be arranged to slum areas or overcrowded schools.

: 1. What are the main factors promoting and hindering economic development in the country and in other developing countries?

2. Why is capital scarce in the country and in other developing countries?

3. What has been the trend in the pressure on land utilization in the country, and in other developing countries?

Sub-unit 5: Consequences of rapid population-growth for social development

Introduction : Asian nations are not only developing their economies; they are also striving ment of social welfare facilities and services. So far, whatever progress is set by increases in population. The common man seldom thinks of why the effo cial development are failing and what would be the consequences of further in population. Ignorance by the present younger generation regarding the conseq rapid growth of population may doom the future generations. It is urgent tha schools should know the possible adverse effects of rapid growth of populatio fare of the future generations so that they may make their future demographic with responsibility.

Objectives : Developing an understanding that an increase in the number of people will req crease in facilities and welfare services; the more dense the population, the there may be for the health of the population; the more rapidly growing the p the graver the problems of educating that population could become; an increas tion would further aggravate the problems of transportation; rapid growth of could lead to further deterioration in the social relationships of the people

Developing the ability to propagate the cause of rational population policies and participate in group discussions; arrange field trips; interview people; ganize and report information.

Developing concern for the welfare of future generations; urge to support rat tion policies and assume leadership roles in executing such policies.

Syllabus : I. Possible effects on public services, such as the following:

1. Asian societies are already short of medical, educational, recreational transportation and communication facilities.
2. Increase in population will imply greater demand for various kinds of p lities: the aim of providing adequate public facilities to all people m become a reality.
3. Provision of public facilities for increasing population will involve i amounts of public money.
4. Increase in public funds could entail higher rates of taxes/fees/fares/
5. Raise in taxes/public charges could lead to a decrease in economic powe people and unrest among them.

ub-unit 5: Consequences of rapid population-growth for social development

: Asian nations are not only developing their economies; they are also striving for development of social welfare facilities and services. So far, whatever progress is made is offset by increases in population. The common man seldom thinks of why the efforts for social development are failing and what would be the consequences of further increases in population. Ignorance by the present younger generation regarding the consequences of rapid growth of population may doom the future generations. It is urgent that pupils in schools should know the possible adverse effects of rapid growth of population on the welfare of the future generations so that they may make their future demographic decisions with responsibility.

: Developing an understanding that an increase in the number of people will require an increase in facilities and welfare services; the more dense the population, the more hazards there may be for the health of the population; the more rapidly growing the population, the graver the problems of educating that population could become; an increase in population would further aggravate the problems of transportation; rapid growth of population could lead to further deterioration in the social relationships of the people.

Developing the ability to propagate the cause of rational population policies; conduct and participate in group discussions; arrange field trips; interview people; collect, organize and report information.

Developing concern for the welfare of future generations; urge to support rational population policies and assume leadership roles in executing such policies.

: I. Possible effects on public services, such as the following:

1. Asian societies are already short of medical, educational, recreational, civic, transportation and communication facilities.
2. Increase in population will imply greater demand for various kinds of public facilities: the aim of providing adequate public facilities to all people may never become a reality.
3. Provision of public facilities for increasing population will involve increasing amounts of public money.
4. Increase in public funds could entail higher rates of taxes/fees/fares/charges.
5. Raise in taxes/public charges could lead to a decrease in economic power of the people and unrest among them.

II. Possible effects on the health of the people, such as the following:

1. Sanitary conditions are already not satisfactory in some areas.
2. Too many people living in a small area without sufficient sanitary facilities means greater pollution of water.
3. Poorer sanitation may lead to greater possibilities of spread of communicable diseases.
4. Increase in population without a corresponding increase of food production will result in a decrease in the per capita food intake, diminishing the nutrition and vitality of the people.
5. Lower vitality means less immunity to diseases.
6. Inadequate food intake by very young children may cause a greater incidence of mental retardation.
7. Worries about meeting the various needs of too many children may increase the cases of emotional upsets and nervous breakdowns among parents.

III. Possible effects on education, such as the following:

1. Rapid growth of population may aggravate the problem of overcrowding in classrooms.
2. Higher teacher-pupil ratio may lead to a further fall in the quality of education.
3. The larger the number of children in a family, the lower the ability of the family to provide for their education.
4. The attainment of universal literacy may become almost impossible.

IV. Possible effects on transportation and communication, such as the following:

1. Increase in population would increase overcrowding in the common means of transportation.
2. It will become increasingly difficult to dispense with slow but cheaper modes of transportation because less money will be available for investment in newer and more efficient modes of transportation.
3. In most areas there is already too much automobile traffic. More people means more traffic and more hazards on roads.
4. Large families may not save enough to afford modern amenities.

V. Possible effects on social relationships, such as the following:

1. The situation of too many people trying to benefit from limited resources sify inter-group prejudices and clashes of interests.

2. The increase in population could make the situation more fertile for cla strikes and riots and other social tensions.

3. The parents will not be able to give proper attention and care to their dren and this situation may lead to increases in juvenile delinquency an adjustment of children.

4. Distribution of limited family resources over a large number of children adequate share for each may develop jealousy among the siblings.

Activities : 1. Arrange talks by health officers, education officers, municipal officers, t officers, labour officers and social workers.

2. Organize trips to medical centres, educational institutions, areas of heavy railway stations and bus stands.

3. Have the pupils study and compare increases in population in the community period with increases in: medical facilities; number of users of these faci tional facilities; school enrolments; transport facilities; users of these

4. Engage the pupils in a comparative study of: facilities enjoyed by large fa small families in the community; facilities enjoyed by families in countrie families and by families in countries with small families.

5. Arrange group discussions or class debates on some of the controversial stat in the content.

Audio-visual aids : 1. Pictures, filmstrips etc. showing crowds of people at bus stands, railway st tals, classrooms, on highways, in the street.

2. Charts showing possible effects of rapid population-growth on the provision social welfare services.

V. Possible effects on social relationships, such as the following:

1. The situation of too many people trying to benefit from limited resources may intensify inter-group prejudices and clashes of interests.
2. The increase in population could make the situation more fertile for class struggle, strikes and riots and other social tensions.
3. The parents will not be able to give proper attention and care to their several children and this situation may lead to increases in juvenile delinquency and social maladjustment of children.
4. Distribution of limited family resources over a large number of children and an inadequate share for each may develop jealousy among the siblings.

. Arrange talks by health officers, education officers, municipal officers, transportation officers, labour officers and social workers.

. Organize trips to medical centres, educational institutions, areas of heavy road traffic, railway stations and bus stands.

. Have the pupils study and compare increases in population in the community over a certain period with increases in: medical facilities; number of users of these facilities; educational facilities; school enrolments; transport facilities; users of these facilities.

. Engage the pupils in a comparative study of: facilities enjoyed by large families and by small families in the community; facilities enjoyed by families in countries with large families and by families in countries with small families.

. Arrange group discussions or class debates on some of the controversial statements given in the content.

. Pictures, filmstrips etc. showing crowds of people at bus stands, railway stations, hospitals, classrooms, on highways, in the street.

. Charts showing possible effects of rapid population-growth on the provision of various social welfare services.

Sub-unit 6. Measures to check rapid population-growth

Introduction : The ultimate aim of population education is to cultivate in the mind of ness that they should take rational actions regarding the population pr therefore know about specific measures that can be taken. The pupils w that a government's policy and programme alone cannot change the attitu birth and fertility behaviour, but each individual who realizes the rol to play, can contribute to achieving the government's objectives.

Objectives : Developing an understanding of legal and actual age of marriage of wome fertility behaviour as major factors contributing toward the rapid grow the advantage of late marriage; the measures that an individual can tak nal demographic decisions; the measures which have been, will be, and c the national and international levels.

Developing the ability to interpret charts, graphs, maps and census, su tion data; calculate various kinds of elementary indices regarding popu and change; prepare charts, graphs and maps of population structure and analyse the inter-relationships and interactions of various factors in and fertility behaviour; make a comparative study of charts, graphs and censuses, surveys and civil registration; assess the effects of undesir the process of population-growth in own country, region and world; appr present population situation in own country, region and world.

Developing an appreciation of late marriage as a social norm; the role shortening the duration of procreation; methods of controlling natural ness to rationally decide on his/her own fertility behaviour; a sense o agencies executing the government's population policies.

Syllabus : 1. *Individual measures*: late marriage (advantages and disadvantages); i of fertility.

2. *National measures*: family planning programmes; provision of clinical in legal age of marriage; withdrawal of certain government facilitie beyond a particular size; population education in schools; rewards f promoters of family planning; legal sanction of maximum family size.

Activities : 1. Collection of pamphlets, newsletters, magazines, reports and other m on population studies and control at national and international leve

Sub-unit 6. Measures to check rapid population-growth

: The ultimate aim of population education is to cultivate in the mind of pupils the awareness that they should take rational actions regarding the population problem. They must therefore know about specific measures that can be taken. The pupils will have to know that a government's policy and programme alone cannot change the attitude of people toward birth and fertility behaviour, but each individual who realizes the role and part he has to play, can contribute to achieving the government's objectives.

: Developing an understanding of legal and actual age of marriage of women and men and their fertility behaviour as major factors contributing toward the rapid growth of population; the advantage of late marriage; the measures that an individual can take regarding rational demographic decisions; the measures which have been, will be, and could be taken at the national and international levels.

Developing the ability to interpret charts, graphs, maps and census, survey and registration data; calculate various kinds of elementary indices regarding population distribution and change; prepare charts, graphs and maps of population structure and distribution; analyse the inter-relationships and interactions of various factors in population changes and fertility behaviour; make a comparative study of charts, graphs and maps on population censuses, surveys and civil registration; assess the effects of undesirable elements on the process of population-growth in own country, region and world; appraise critically the present population situation in own country, region and world.

Developing an appreciation of late marriage as a social norm; the role of women and men in shortening the duration of procreation; methods of controlling natural fertility, a willingness to rationally decide on his/her own fertility behaviour; a sense of co-operation with agencies executing the government's population policies.

: 1. *Individual measures*: late marriage (advantages and disadvantages); individual control of fertility.

2. *National measures*: family planning programmes; provision of clinical facilities; rise in legal age of marriage; withdrawal of certain government facilities to a family going beyond a particular size; population education in schools; rewards for family planners/promoters of family planning; legal sanction of maximum family size.

: 1. Collection of pamphlets, newsletters, magazines, reports and other means of information on population studies and control at national and international levels.

: 2. Class discussion may be held on: the role of individuals in checking of ra
of population; family planning programmes in the country; what the governm
to solve the population problem; the contribution of international organiz
ward the solution of population problems.

3. Pupils may make comparative studies on the methods/approaches of checking
growth in their own country with those used in other countries.

4. Charts, diagrams and posters prepared or collected by students or teacher
on bulletin board.

5. Debates and group discussions should be encouraged and organized by the te

6. Pupils may prepare discussion reports and write essays on selected topics.

Reference materials : 1. Human geographical map of own country and world.

2. Charts, graphs, diagrams, showing: legal age of marriage of various countr
region and world; actual age of marriage of various countries in own regio
governmental expenditure on the execution of population policies.

3. Other references such as: government's reports; family planning reports an
year books; UN and other international publications.

Assignment/ Evaluation : 1. What measures are being taken to solve the population problem in the count

2. What international agencies are helping nations in solving the population
What kinds of help are offered?

. Class discussion may be held on: the role of individuals in checking of rapid growth of population; family planning programmes in the country; what the government could do to solve the population problem; the contribution of international organizations toward the solution of population problems.

. Pupils may make comparative studies on the methods/approaches of checking population-growth in their own country with those used in other countries.

. Charts, diagrams and posters prepared or collected by students or teacher may be put on bulletin board.

. Debates and group discussions should be encouraged and organized by the teachers.

. Pupils may prepare discussion reports and write essays on selected topics.

. Human geographical map of own country and world.

. Charts, graphs, diagrams, showing: legal age of marriage of various countries in own region and world; actual age of marriage of various countries in own region and world; governmental expenditure on the execution of population policies.

. Other references such as: government's reports; family planning reports and programmes; year books; UN and other international publications.

. What measures are being taken to solve the population problem in the country?

. What international agencies are helping nations in solving the population problem? What kinds of help are offered?

Reference Materials* such as:

Appleman, P. *The silent revolution.* Boston, Beacon Press, 1967. 169 p.

Baltimore City Public Schools. *Resource unit on population pressure.* Baltimore, 1967.

Chandrasekhar, S. (Editor) *Asia's population problems.* New York, Frederick A. Praeger Pu 311 p.

Clark, C. *Population growth and land use.* London, MacMillan Co., 1967. 406 p.

Colombo Plan. *Population and economic development in the Colombo Plan area.* Karachi, 19

Ehrlich, P.R. *The Population Bomb.* New York, Ballantine Books, 1968. 223 p.

Hauser, P. ed. *Population Dilemma.* Englewood Cliffs, Prentice Hall /1963/.

Miller, W.E. (Editor) *Economic education: the population explosion.* Minneapolis, Minnea Schools, 1969. 46 p.

Myrdal G. *Asian Drama I & II.* New York, the Twentieth Century Fund, 1968.

Ohlin, Goran. *Population control and economic development.* Paris, Development Centre of for Economic Co-operation and Development, 1967. 138 p.

Paddock, William & Paul. *Famine - 1975: America's decision, who will survive.* Boston, L 1967. 276 p.

Population Institute. *Philippine population, profiles, prospects, problems.* Quezon City, Philippines, 1969. 80 p.

Sikes, O.J. *Teacher's reference on population problems.* Yanceyville, N.C. Caswell Famil 1969. 52 p.

United Nations. *The determinants and consequences of population trends.* New York, 1953.

_____. *Growth of the world's urban and rural population, 1920-2000.* New York, 1969. 1

Williams, C.D. *Population problems in developing countries.* Hertford (England), Austin & 1969. 28 p.

ECAFE, ADB, IBRD, OECD, *Economic Reports.*

---

* An authenticated bibliography appears in the Unesco Regional Office publication: Regiona lation and Family Education, Bangkok, 7 September-7 October 1970. *Final report.* Bang p. 84-89

terials* such as:

The silent revolution. Boston, Beacon Press, 1967. 169 p.

y Public Schools. *Resource unit on population pressure.* Baltimore, 1967. 23 p.

, S. (Editor) *Asia's population problems.* New York, Frederick A. Praeger Publishers, 1967.

pulation growth and land use. London, MacMillan Co., 1967. 406 p.

Population and economic development in the Colombo Plan area. Karachi, 1966. 621 p.

The Population Bomb. New York, Ballantine Books, 1968. 223 p.

. *Population Dilemma.* Englewood Cliffs, Prentice Hall [1963].

(Editor) *Economic education: the population explosion.* Minneapolis, Minneapolis Public 69. 46 p.

ian Drama I & II. New York, the Twentieth Century Fund, 1968

Population control and economic development. Paris, Development Centre of the Organization c Co-operation and Development, 1967. 138 p.

liam & Paul. *Famine - 1975: America's decision, who will survive.* Boston, Little Brown & Co. p.

stitute. *Philippine population, profiles, prospects, problems.* Quezon City, University of the , 1969. 80 p.

Teacher's reference on population problems. Yanceyville, N.C. Caswell Family Planning Program, .

s. *The determinants and consequences of population trends.* New York, 1953. 404 p.

th of the world's urban and rural population, 1920-2000. New York, 1969. 124 p.

. *Population problems in developing countries.* Hertford (England), Austin & Sons Ltd., .

BRD, OECD, *Economic Reports.*

---

cated bibliography appears in the Unesco Regional Office publication: Regional Workshop on Popu- d Family Education, Bangkok, 7 September-7 October 1970. *Final report.* Bangkok, Unesco, 1971.